

NEW ESSENTIALS OF ENGLISH

MIDDLE
GRADES



PEARSON AND KIRCHWEY

William S. Lincoln
N. S. St. College Grove Ore
Grade



(ii)

THE YOUNG WOODCHOPPER

NEW ESSENTIALS OF ENGLISH

MIDDLE GRADES

BY

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PREFACE

THIS book is intended for use in the middle grades of the elementary school. Parts One and Two indicate the natural division of the work for two years.

The principles underlying the presentation of the material may be summarized as follows :

Organization of Material. Each year's work is divided into ten chapters. Each of these chapters brings before the pupils a definite, important project involving the use of the mother tongue. This arrangement, therefore, has the advantage of setting before the pupils a definite goal, so that they may appreciate the use of the material presented.

Composition. All the work of the book is focused upon effective and correct oral and written expression. The pupils' interest is aroused by the familiarity and the variety of the material used, coming as it does from the pupils' school life, home life, and play life. Furthermore, the use of such material furnishes a natural basis for the correlation of English with other school subjects. Special emphasis is given to oral composition because of its importance in the everyday uses of English.

Grammar. The use of grammar is the keynote of the book. A careful study has been made of the scientific investigations of pupils' errors in English, and this has been supplemented by the authors' own researches. Only those grammatical principles are taught which function in correct speech. In the middle grades, only the simplest elements of grammar are introduced, but they are always taught in connection

with the expressions which they serve to interpret. An unusual amount of drill and testing material is supplied to insure thorough mastery.

Provision for Individual Differences. While it is difficult for a textbook of moderate size to provide adequately for individual capacities, "New Essentials of English, Middle Grades" makes special provision for the varying needs, tastes, and abilities of pupils by offering a great number and variety of exercises and composition topics. Among these the slower and less imaginative pupils will be sure to find something to stimulate their thought, while the more rapid workers can make fuller use of the material presented.

Building Correct Language Habits Scientifically. Language errors are not treated in a haphazard fashion. By utilizing the published reports of language errors noted in Kansas City, Boise, Pittsburgh, and elsewhere, this book attacks the problem scientifically. The verb and pronoun forms that were found to be especially troublesome are reviewed repeatedly in proportion to the frequency of error in their use.

Increasing and Refining the Vocabulary. Since the vocabularies of pupils are best increased by conscious effort and by imitation, the book provides a wealth of exercises devoted to word study, synonyms, and variety in expression.

Reviews and Tests. Satisfactory results in English cannot be achieved without systematic and continuous drill upon its formal aspects. Accordingly, numerous reviews, trial tests, and final tests are provided at stated intervals in each year's work. The trial tests are diagnostic in character, showing the pupil on what points he needs further drill before he takes the final tests.

CONTENTS

PART ONE

CHAPTER ONE

Entertaining Others with Stories

	PAGE		PAGE
How to Tell Jokes — "An Anecdote of Darwin"	1	The Comma in Address	7
Original Jokes	3	The Comma after <i>Yes</i> and <i>No</i>	9
Writing Amusing Stories — A Class Project	3	Picture Story — A Conversation	10
Common Errors	4	Practice in the Use of Quotations	10
Capital Letters in Words Derived from Names of Places	4	Interesting Stories — The Intelligence of Animals	14
Review of the Use of Capital Letters	5	Kinds of Sentences	15
Details to Add Interest	6	Correct Use of <i>Teach</i> and <i>Learn</i>	18
		Test on Punctuation	19

CHAPTER TWO

How to Understand and Appreciate Good Literature

A Poem for Study — "The Landing of the Pilgrim Fathers"	20	Standards for Arrangement of Written Compositions	28
Variety in the Use of Words — Synonyms	23	Additional Subjects for Description	29
Description of the Landing of the Pilgrims	23	Variety in the Use of Words — Synonyms	30
How to Write Poetry	24	Clear Enunciation	30
A Fine Description — "The Schoolroom"	26	The Use of the Dictionary	31
Original Descriptions	27	A Talk about Books — A Class Project	32
		Test on Troublesome Words	34

CHAPTER THREE

How to Make Letters Attractive

	PAGE		PAGE
How to Place a Letter on the Page	36	Letters of Thanks	43
Exercises in Arrangement	38	Original Letters	44
Original Letters	40	Apostrophe to Show Possession	45
Writing Names of Days and Months	41	Singular and Plural of Nouns	46
		Summary of Rules for Apostrophe to Show Possession	47

CHAPTER FOUR

Preparing a Patriotic Program

A Talk on Patriotism	49	Homonyms	58
The Story of a Roman Patriot	50	Great American Patriots	59
Different Ways of Expression	51	My Favorite Hero	60
Telling Stories of Brave Deeds	51	Correct Pronunciation	60
Other Great Patriots	52	The Comma in a Series	61
The Story of Elizabeth Zane	53	A Poem — "The Flag Goes By"	63
Telling a Story Vividly	56	World Patriots' Program — A Class Project	64
A Debate	56	Substitutes for <i>Ain't</i> and <i>Got</i>	65
Coöperative Composition Work	57		

CHAPTER FIVE

Important Facts to Remember — Review

Summary of Rules for Capital Letters	66	Kinds of Sentences	70
Summary of Rules for Punctuation Marks	67	Clear Enunciation	71
Review of Possessive Forms	70	Sentence Recognition	71
		Trial Tests	72
		Final Tests	74

CHAPTER SIX

Different Kinds of Story-Telling

Original Fables	76	Personal Experience — Original Story	86
Correct Use of <i>Let</i> and <i>Leave</i>	78	Correct Use of Words	87
Correct Use of Words	79	The Principal Parts of Some Troublesome Words	88
More Original Fables — "The Two Buckets," etc.	79	A Story to Dramatize — "The First Fishing Excursion"	80
Personal Experiences — "My First Fishing Excursion"	80	Twelve Months"	89
Correct Use of <i>Sit</i> , <i>Sat</i> , and <i>Set</i>	84	Courteous Order of Words	94

CHAPTER SEVEN

How to Appreciate Good Literature

	PAGE		PAGE
A Poem for Study — "The Charge of the Light Brigade"	95	Improving Sentences	107
How to Memorize	98	Original Story	108
Word Study	99	Additional Composition Sub-	
A Character Sketch — "Bob"	99	jects	109
Standards for Judging Com-		Word Study	110
positions	102	Word Pictures	110
Judging Compositions by		Choice of Words	111
Standards	103	Expressive Words	111
Original Written Composition	106	Original Descriptions	112
Sentence Study	106	A Talk about Books — A Class	
		Project	113

CHAPTER EIGHT

How to Write Letters

Friendly Letters	114	Writing Business Letters . .	120
Correct Use of <i>Most</i> and <i>Almost</i>	115	Formal and Informal Notes	
Making New Acquaintances by		of Invitation	121
Letter	116	Replies to Invitations	122
A Letter of Thanks	117	Correct Use of <i>Accept</i> and <i>Except</i>	124
Business Letters	117	Writing Invitations	125
Directing Envelopes	119	Right and Wrong Test	126

CHAPTER NINE

Talks and Discussions Concerning Good Citizenship

What Liberty Means	127	Different Ways of Expression .	131
Original Story	128	Discussion — Health	131
Variety of Expression	128	Health Reports — A Class	
Speaking in Public	129	Project	133
Thrift — Conversation Lesson	129	Discussion — Courtesy	134

CHAPTER TEN

Important Facts to Remember — Review

Kinds of Sentences	136	Sentence Recognition	140
Review of Possessives	137	Dictation — Capitals and Punc-	
Review of Quotations	138	tuation	141
Correct Usage	139	Trial Tests	142
Clear Enunciation	140	Final Tests	144

PART TWO

CHAPTER ONE

How to Bring Out the Point of a Story

	PAGE		PAGE
Anecdotes to Tell — "The King's Answer," "Tit for Tat," "Napoleon and the Drummer Boy"	149	Other Anecdotes	152
Correct Pronunciation	151	A Story to be Completed — "The Noblest Deed"	152
Dictation — Reviewing Quotations	151	Courteous Criticism	154
		Picture Stories	154
		Review of Some Troublesome Words	157

CHAPTER TWO

Paragraph and Sentence Study

Paragraph Study — The Topic Sentence	158	How Sentences are Constructed — Subject and Predicate	163
Division into Paragraphs	160	Position of the Subject	168
Sentence Recognition	161	Subject of the Interrogative and the Exclamatory Sentence	170
Capitalization and Punctuation of Sentences — Review	162	Subject Unexpressed	171

CHAPTER THREE

How Words are Used in Sentences

Parts of Speech	173	Verbs	182
Nouns	174	The Verb Phrase	186
Common and Proper Nouns	175	Principal Parts of Verbs — Review	190
Pronouns	177	Test on Nouns, Pronouns, Verbs	191
List of Pronouns for Reference	179		
Correct Use of Pronouns	181		

CHAPTER FOUR

Letter Writing

Business Letters	192	Useful Abbreviations	196
Letters of Application	193	How to Order Goods by Letter	197
Original Letters — Business and Friendly	194	Additional Business and Friendly Letters	198
Plurals of Proper Names, Letters, and Figures	194	A Letter Exhibit	200

CHAPTER FIVE

Important Facts to Remember — Review

	PAGE		PAGE
The Paragraph	201	Analysis of the Sentence	204
Sentence Recognition	202	Review of Verbs	205
Nouns	202	Trial Tests	207
Pronouns	203	Final Tests	209

CHAPTER SIX

Explanations

Building an Indian Fire	213	An Explanation in Verse —	
Correct Use of <i>Lie</i> and <i>Lay</i>	215	“The Height of the Ridic-	
Explanations that Call for		ulous”	219
Reasons and Opinions	218	Everyday Explanations	221

CHAPTER SEVEN

How Words are Used in Sentences

Modifiers and Connectives	224	Independent Adverbs	240
Adjectives	224	Supplying Adverbs	240
Using Adjectives Correctly	229	Correct Use of Adverbs	241
Words Used as Nouns and Ad-		Parts of Speech — Review	242
jectives	231	Phrases	243
Possessive Adjectives and Pro-		Prepositions	247
nouns	233	Conjunctions	249
Dictation Exercise — <i>It's</i> and <i>Its</i>	234	Correct Use of Conjunctions	251
Adjectives — Synonyms	235	Interjections	252
Description of an Animal	235	Test — Parts of Speech	254
Adverbs	236	Test — Phrases	255

CHAPTER EIGHT

Some Well-Known Poems and Books for Reading
and Study

A Famous Poem — “The Sea”	257	Word Pictures	264
Fine Descriptive Words	259	Subject Substantive and Predi-	
Original Description	259	cate Verb	267
A Poem — “Old Ironsides”	260	How to Analyze Sentences	269
Written Composition	262	A Talk about Books — A Class	
Another Historical Poem —		Project	272
“Concord Hymn”	262	Book Reports	273
Word Study	263	Character Sketches	276

CHAPTER NINE

Our Country — Descriptions and Discussions

	PAGE		PAGE
Closing Program — A Class		Written Description	282
Project	280	Writing for Information . . .	283
Speaking in Public — Our		Report on a Town or a State .	283
Country	281	A Debate	284
Outline	282	Our National Anthem	285
Pronunciation Drill	282	Notes of Invitation	288

CHAPTER TEN

Important Facts to Remember — Review

Summary of Definitions of		Analysis	293
Parts of Speech	289	Trial Tests	295
Parts of Speech — Review . .	290	Final Tests	298
Punctuation and Capitalization	291		



PART ONE

CHAPTER ONE

ENTERTAINING OTHERS WITH STORIES

Look at the picture. Doesn't it make you think of all the long, pleasant evenings that are in store for you this fall and winter? You, too, will probably often sit in a group like this, listening to good stories or reading some interesting book. Reading is one of the pleasantest things in the world for either children or grown people to do; and it is very pleasant also to talk about our reading with our friends, telling them some of the interesting things we have come across and listening to what they have found.

How to Tell Jokes

Everybody enjoys a good joke. Read the one on the next page and see who came out ahead, the boys who planned the joke or the man upon whom they played it :

AN ANECDOTE OF DARWIN

read

Two English boys, friends of Darwin, thought one day that they would play a joke on the great naturalist. They caught a butterfly, a grasshopper, a beetle, and a centipede, and out of these creatures they made a strange insect. They took the centipede's body, the butterfly's wings, the grasshopper's legs, and the beetle's head, and glued them all together. Then, with their new bug in a box, they knocked at Darwin's door.

"We caught this bug in a field," they said. "Can you tell us what it is, sir?"

Darwin looked at the bug and then at the boys. He smiled slightly and asked, "Did it hum when you caught it?"

"Yes," they answered, nudging one another.

"Well then," said Darwin, "it is a humbug."

Before you try to repeat this joke, be sure that you have all the facts in mind — what insects the boys caught, what part of each they used in making their new bug, what they said to Darwin, the question he asked them and their answer, and what he finally told them.

Jokes and funny stories are often spoiled because the teller finds, when he is half through, either that he has forgotten the point or that he has "let it out" before he meant to. The point of this joke is held back until the very end of the story, when it comes as a surprise.

Original Jokes

Tell some joke that was played upon you or that you helped to play upon some one else ; or if you have heard or read some particularly good joke, repeat it as well as you can. If possible, keep the point for the end.

Be very careful in telling jokes and funny stories not to tell anything that is coarse or that may hurt the feelings of another person. The best fun is clean and fine and can be enjoyed by everybody without giving offense to anybody.

Writing Amusing Stories — A Class Project

Your father and your mother or some grown-up friends have probably told you stories of something funny that once happened to them when they were young. Write the most interesting of these stories and read it to your classmates.

Arrange with your teacher for a period in which you will tell jokes, repeat or read funny stories, recite nonsense verses, and perhaps dramatize some funny scene.

Below are the names of some selections that would be appropriate for the occasion :

Seein' Things — Eugene Field

Jest 'fore Christmas — Eugene Field

Naughty Claude — James Whitcomb Riley

The Raggedy Man — James Whitcomb Riley

Brer Rabbit and the Tar Baby — Joel Chandler Harris

Parts of "Alice in Wonderland" — Lewis Carroll

Nonsense verses — Edward Lear

Common Errors

In your story-telling this year, as well as in all your other speech, you will want to talk not only interestingly, but also correctly. It would therefore be a good plan to review some of the troublesome words that you studied last year, especially those on which boys and girls are most liable to make mistakes. Study the following sentences carefully and repeat them again and again. If you do this often enough, the right word will come naturally when you speak.

1. I *saw* an airplane this morning. (not "seen")
2. She *came* to school early. (not "come")
3. We *did* our work quickly. (not "done")
4. The train *has gone*. (not "has went")
5. You *were* almost late. (not "was")
6. *May* I go now? (not "Can")
7. I *haven't* any ruler. (not "ain't got no")
8. *Aren't* you coming? (not "Ain't")
9. John *doesn't* know his lesson. (not "don't")
10. My father told me so. (not "My father he")

Capital Letters in Words Derived from Names of Places

Notice with what kind of letter the word *English* in the first sentence of "An Anecdote of Darwin," page 2, begins. From the name of what place does the word *English* come?

From the name of what place does the word *European* in the selection on page 5 come? *Indians*? With what kind of letter does each of these words begin?

THE INDIANS

When the first European explorers visited the coast of North America, they found it occupied by roving tribes of men very unlike themselves. They named these people *Indians* because they supposed that North America was the eastern part of India.

Words derived from names of places usually begin with capital letters.

WRITTEN EXERCISES

I. Study the following sentences and write them from dictation :

- ✓ 1. I am an American.
2. The English language is our mother tongue.
- ✓ 3. There is a Chinese laundry on the corner.
4. Have you ever seen Indian arrowheads?
- ✓ 5. The Japanese soldiers are very brave.

II. Use the following groups of words in sentences of your own :

- | | |
|----------------------|---------------------------|
| 1. The British flag | 6. An Irishman |
| 2. The Swiss people | 7. Some Japanese lanterns |
| 3. Many Italians | 8. A Turkish rug |
| 4. A Scotch terrier | 9. The French language |
| 5. A Shetland pony ✓ | 10. The Canadian woods |

Review of the Use of Capital Letters

Do you remember from last year the rules for the use of capitals? If you are not sure, you may turn to pages 66-67 to read them. Explain the use of each capital letter in the following sentences :

1. Napoleon died at St. Helena, May 5, 1821.
2. An old proverb says, "It's never too late to begin again."
3. Robert L. Stevenson wrote a poem called "Where Go the Boats?"
4. In winter I get up at night
 And dress by yellow candlelight.
5. The Christmas holiday is very much beloved by the German people.

Details to Add Interest

The following story is told so briefly that it is almost in the form of an outline. Read it and see what it lacks to make it interesting:

A LESSON IN GENEROSITY (Outline)

Henry, age 5, and his brother Frank, age 4, had each received a cake. Henry finished his in three mouthfuls.



He asked his mother to make Frank give him half of his cake so that Frank might learn to be generous.

His mother refused to do this.

The story as told above seems untrue and lifeless. You cannot form a mental picture of the little boys and their mother. Suggest some details to add that will make it seem like a real incident that you happened to see.

Discuss the various points suggested, discarding those which do not really add to the interest of the story.

When you have finally selected the details you wish to add, choose some one to go to the board and write the complete story, arranging it in three paragraphs as indicated in the outline. Let the rest criticize this work as to arrangement, punctuation, and spelling.

When you have your story completed, compare it with the one below, noticing whether your details are as good as those given here :

Henry and Frank were two small brothers, the former five years of age, and the latter four. One day their mother gave them each a cake — sugary, crisp, and delicious. Henry, who was very fond of good things to eat, finished his in three mouthfuls. Then he stood and enviously watched little Frank, who had scarcely begun his.

Suddenly he called, "Mother, tell Frank to give me half of his cake, so that he will learn to be generous."

His mother smiled and said, "No, my boy, I shall not do that, for while it might teach Frank to be generous, I am afraid that it would make my other son even greedier than he is."

The Comma in Address

Notice, in the story above, the sentences :

Mother, tell Frank to give me half of his cake . . .

No, my boy, I shall not do that . . .

In the first sentence, who is the person spoken to or addressed? What mark separates *Mother* from the rest

of the sentence? In the second sentence, by what term of address does the mother speak to her son? How is that separated from the rest of the sentence?

In writing, it is customary to set off the name of the person addressed by commas, because this often makes the meaning of a sentence clearer. Compare the two following sentences :

Can you tell Henry what generosity means?

Can you tell, Henry, what generosity means?

Read the first question aloud without pausing until you reach the end. In this question, who is asked to tell something? Read the second question aloud, making a slight pause at each comma. Who is asked to do the telling in this question?

You see that the sentences, although they are the same, word for word, mean two quite different things, because in one case the word *Henry* is set off from the rest of the sentence by commas, and in the other case it is not.

The name of the person addressed, or the title by which he is addressed, should be separated from the rest of the sentence by commas.

WRITTEN EXERCISE

Study the following sentences and write them from dictation.

1. Polly, put the kettle on.
2. Clear the path, boys.

3. Lady-bug, lady-bug, fly away home.
4. In thee, O Lord, do I put my trust.
5. Old year, you must not die.
6. Children, obey your parents in all things.
7. Ring, happy bells, across the snow.
8. James, have you given Frank the book?
9. Hush, my baby, go to sleep.
10. Give me of your bark, O birch tree.
11. Please, Mother, let me go.
12. O wind, you sing too loud a song.

The Comma after Yes and No

There is another use of the comma that you will need to know in writing conversations. See what new use you find for it in the sentences below :

"Yes, you may each have a cake," said the boys' mother.
No, I shall not do that.

Notice the punctuation mark used after *yes* and *no* below. Account for all the other marks used :

1. Yes, I shall go if it doesn't rain.
2. No, my work isn't quite done.
3. Yes, Mother, I'm coming.
4. No, I don't believe that you'll be late.
5. Yes, I know Longfellow's "The Village Blacksmith"
by heart.

Yes and *no*, when used as part of an answer to a question, are separated from the rest of the sentence by a comma.

Picture Story — A Conversation

On page 11 is a story told by means of a picture. When the grandmother went to the apple barrel, she picked up piece after piece of the fruit and found that just one bite had been taken out of each. She called her grandson. Imagine the conversation that followed and give it orally.

Do not use the word *said* too often. Some of the following words may express your meaning just as well :

asked	replied	insisted
answered	confessed	murmured
demanded	repeated	nodded

Be especially careful not to say " he says " or " says he " for *he said* or *said he*. *Says* denotes present time ; *said* denotes past time. Therefore, when you repeat what some one has said at some past time, you should use the word *said*.

Practice in the Use of Quotations

Suppose you wanted to write the conversation between the boy and his grandmother. You might begin with either of the following sentences :

"Jack, come here at once," called his grandmother.

"Jack," called his grandmother, "come here at once."

Remember that *all quoted words and no others* should be inclosed by quotation marks, and that *the quoted words should be separated from the rest of the sentence*



AN EMBARRASSING SITUATION

by commas or by some other punctuation mark. According to your sentence, then, you may need to use one set of quotation marks, or you may need to use two sets.

Notice carefully the punctuation and the capitalization of the sentences below :

“The way to have a friend,” said he, “is to be one.”

“My work is done, Mother,” said Mary. “May I go out now?”

Why does the second part of the quotation begin with a capital letter in one sentence and not in the other? Why is there a period after *Mary* and a comma after *he*?

ORAL AND WRITTEN EXERCISES

I. Study the following sentences, accounting orally for every capital letter and for every punctuation mark :

1. “The misfortunes hardest to bear,” it is said, “are those which never come.”

2. “Why do you walk so ungracefully, child?” asked the mother crab of her little one.

3. “A penny saved,” says the proverb, “is a penny earned.”

4. “A watched kettle,” it is said, “never boils.”

5. “It is better to be alone,” wrote George Washington, “than in bad company.”

6. “If you want knowledge,” said a wise man, “you must toil for it.”

II. Copy the following sentences and punctuate them properly. Be especially careful to use quotation marks to inclose all quoted words. Insert capitals where needed.

1. Id like to be a great aviator said Harold
2. Mother called are you ready now children
3. Who discovered the North Pole asked Jane
4. What a beautiful sunset exclaimed Emily
5. Will you walk into my parlor said the spider to the fly
6. Is your work done Tom asked Mrs Allen
7. Which is the larger asked the teacher Canada or the United States

III. Change the order of the words in the following sentences in such a way that the quoted words will not all be together. Then write the quotations as you have changed them.

Example. "It is easier to pull down than to build up," says an old proverb.

"It is easier to pull down," says an old proverb, "than to build up."

1. Hans Christian Andersen said, "Every man's life is a fairy tale written by the hand of God."

2. "What can't be cured must be endured," says the proverb.

3. The Bible says, "Be ye wise as serpents and harmless as doves."

4. Theodore Roosevelt wrote, "It is every man's business to work in this world. It is the business of the rich man even more than of the poor man, because he has more with which to work."

Interesting Stories — The Intelligence of Animals

I. We often hear stories of the intelligence of animals. Here is a story of the intelligence of a mother bird. Read it carefully several times; then tell about it.

THE FIRST FLYING LESSON

The mother eagle was teaching her little one to fly. Now over, now under him she hovered on tireless wing. When she was out of sight he called, "Mother, are you near?" and her answering voice gave him courage.



Suddenly the fear of the awful depths below overcame him. He lost his balance and fell. Down he plunged, faster and faster. "Mother, Mother, save me!" he cried in agony. Swift as a flash the old eagle shot under him, and his feet rested upon her broad shoulders. For a moment only she supported him; then, as he regained his poise, she again dropped away, saying, "Finish your journey on your own wings, my son."

II. Tell the story of the most intelligent thing you ever saw an animal do or heard of its doing. Perhaps you have heard of the work of the carrier pigeons or know some particularly clever thing done by a parrot, or a horse, or a dog.

Kinds of Sentences

Find a sentence in the story of the eagles that **tells** something. Find one that asks a **question**. Find one that expresses **strong feeling**. What mark follows this sentence?

A sentence that tells something or gives a command, as, *I am falling*, or *Please help me*, is called a **declarative sentence**.

A sentence that asks a question, as, *Can you help me?* is called an **interrogative sentence**.

We may also express strong feeling, as: *I am falling! Help me! Can't you help me! Oh, how strong you are!* These are called **exclamatory sentences**.

Look again at the exclamatory sentences in the paragraph above. What kind of sentence would *I am falling!* be if it were not spoken with strong feeling? What kind of sentence would *Help me!* be if it were not spoken with strong feeling? What kind of sentences would *Can't you help me!* be if it were not spoken with strong feeling? You see that when a declarative or an interrogative sentence is spoken with strong feeling it becomes **exclamatory**.

A sentence that tells something or gives a command is called a declarative sentence. It is followed by a period.

A sentence that asks a question is called an interrogative sentence. It is followed by a question mark.

A sentence that expresses strong feeling is called an exclamatory sentence. It is followed by an exclamation point.

ORAL AND WRITTEN EXERCISES

I. Read each of the following sentences aloud. First see how the sentence expresses the thought, then tell what kind of sentence it is, and explain the punctuation mark at the end.

Example. A small leak will sink a great ship.

This sentence tells something; therefore it is a declarative sentence. A declarative sentence ends with a period.

1. A small leak will sink a great ship.
2. Where are you going, my pretty maid?
3. Never put off until to-morrow what you can do to-day.
4. A single sunbeam can drive away many shadows.
5. Love thy neighbor as thyself.
6. Off with your hats as the flag goes by!
7. Politeness costs nothing and wins everything.
8. Listeners hear no good of themselves.
9. Let us do or die!
10. Black sheep, black sheep, have you any wool?
11. Woodman, spare that tree!
12. God helps them that help themselves.
13. Hear much and speak little.
14. How wonderful are thy works, O Lord!
15. I would rather be right than be President.
16. Give me liberty, or give me death.
17. His hair is crisp and black and long.
18. What sought they thus afar?

II. 1. Write two exclamatory sentences that the little girl in this picture might have used when she discovered that the bird cage was empty.

2. Write two questions that she might have asked the cat.

3. Write two declarative sentences (a statement and a request) that the cat might have addressed to the little girl.

III. Write two declarative sentences telling what actually happened to the bird.

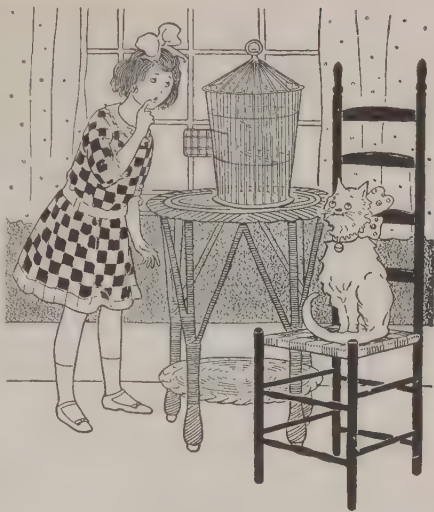
IV. Write the story suggested by the picture, pretending that you are either the little girl or the cat.

If you make believe that you are the little girl, you might begin in some such way as this :

I was out in the yard playing one morning, when I suddenly remembered that I had forgotten to feed my canary. I hurried, etc.

If you write the story pretending that you are the cat, you might begin as follows :

My name is Thomas Gray. I am no common street cat, but a very respectable member of my family.



Correct Use of *Teach* and *Learn*

In "The First Flying Lesson" (page 14) you will find the sentence, "The mother eagle was teaching her little one to fly." *Teach, teaching, and taught* are different forms of the same word. Do not confuse the forms of *teach* with the forms of *learn*: *learn, learning, learned*.

To learn means *to get or to gain knowledge*.

To teach means *to give or to impart knowledge*.

We learn things *from* others.

We teach things *to* others.

Notice the following forms of these words:

The mother eagle was *teaching* her little one.

The baby eagle was *learning*.

Mothers *teach* their babies many things.

Babies have much to *learn*.

The mother *taught* her little one patiently.

The baby *learned* very fast.

WRITTEN EXERCISES

I. Supply the missing form of *learn* or *teach*:

1. I —— to read when I was little.
2. My mother —— me to read.
3. I am —— my dog many cunning tricks.
4. I want to —— to skate this winter.
5. My brother has promised to —— me.

II. Write sentences of your own in which you use correctly *teach, taught, learn, and learned*.

Test on Punctuation

Do you remember the rules of punctuation that you have already learned? If you are not sure, you may turn to pages 67-69 and read the rules as given in Chapter Five of this book.

The following sentences lack all punctuation marks. Copy each sentence, punctuating it carefully. Every mistake in the use of a punctuation mark counts off three points. Exchange papers, correct, and mark one another's work as your teacher places the perfectly punctuated sentences on the board.

1. How sorry I am for that poor woman .
2. Is Irvings sled new?
3. Yes, we have challenged the boys team .
4. Youre very tall for your age John .
5. What bird is that Mother asked Elsie,
6. I have just bought some childrens books .
7. A soft answer says the proverb turns away wrath .
8. A—A Milne wrote a little book of poems called
When We Were Very Young ,
9. The United States bought Alaska on Aug. 1, 1868 ,
10. The house is on the corner of West Ave. and
Pine St ,

If you find when your paper is returned to you that you have made mistakes in punctuation, study the points on which you have failed.



CHAPTER TWO

HOW TO UNDERSTAND AND APPRECIATE GOOD LITERATURE

A Poem for Study

Do you know what we mean by good literature? We mean stories, poems, and other forms of writing that are so good that they have lasting value and are read year after year. Do you see why we should learn to enjoy such literature?

The poem below is by an English author about an important event in American history, but it is known and loved for other reasons than this. Read it carefully and see whether you can find a lesson, greater than a history lesson, that it teaches.

THE LANDING OF THE PILGRIM FATHERS

The breaking waves dashed high
On a stern and rock-bound coast,
And the woods against a stormy sky
Their giant branches tossed ;

And the heavy night hung dark
The hills and waters o'er,
When a band of exiles moored their bark
On the wild New England shore.

Not as the conqueror comes,
They, the true-hearted, came;
Not with the roll of the stirring drums,
And the trumpet that sings of fame;

Not as the flying come,
In silence and in fear;
They shook the depths of the desert gloom
With their hymns of lofty cheer.

Amidst the storm they sang,
And the stars heard, and the sea;
And the sounding aisles of the dim woods rang
To the anthem of the free!

The ocean eagle soared
From his nest by the white wave's foam;
And the rocking pines of the forest roared —
This was their welcome home!

There were men with hoary hair
Amidst that pilgrim band;
Why had they come to wither there,
Away from their childhood's land?

There was woman's fearless eye,
Lit by her deep love's truth;
There was manhood's brow serenely high,
And the fiery heart of youth.

What sought they thus afar?
Bright jewels of the mine?
The wealth of seas, the spoils of war?
They sought a faith's pure shrine!

Ay, call it holy ground,
The soil where first they trod!
They have left unstained what there they found —
Freedom to worship God.

FELICIA HEMANS

Study the first two stanzas carefully and then tell all you have learned from them about the land to which the Pilgrims came, about the time they reached harbor, and about the kind of weather that greeted them. Were they discouraged at what they found? Read the stanzas that prove whether your answer is correct. What picture do you see as you read the fifth stanza? Find other good pictures. Contrast the welcome the Pilgrims received with what we usually think of as a welcome home. Why did the Pilgrims become exiles? Answer in your own words the question in the first line of the ninth stanza. Why does the author call the ground upon which they landed *holy*?

Select the stanza that you like best and read it aloud. See if you are ready now to tell what great lesson this poem teaches. Talk this question over with your teacher and with one another.

Learn the poem by heart. In reciting it, try to make others see the pictures that each stanza describes.

Variety in Use of Words — Synonyms*stern**sought**fearless*

Notice how each of the above words is used in "The Landing of the Pilgrim Fathers." See what synonyms the class, working together, can find for each. For example, your teacher will write the word *stern* on the board. Then perhaps one of you will suggest as a synonym, *harsh*; another, *severe*; another, *forbidding*. These will all be written on the board also. Use each of these words in a sentence of your own.

Description of the Landing of the Pilgrims

Write a paragraph describing the scene when the *Mayflower* reached harbor. Begin your paragraph with the following sentence :

It was a dark and stormy night when the little vessel finally came to anchor.

This sentence is really the subject or **topic** of the paragraph.

Make each sentence that follows add something to the picture suggested by this first sentence. For instance, the second might speak of the wild, rugged coast that the Pilgrims saw ; the third might mention some of the sounds they heard during the storm.

Many artists have painted this scene. Try to give in words as clear a picture of it as the artists give with their colors.

How to Write Poetry

Some of you may like to try to write your descriptions in verse instead of prose. To write in verse you must arrange the words in a kind of pattern with accented and unaccented syllables alternating in a way that gives a musical effect. This is called **rhythm**.

Below are two short stanzas written by pupils of your age in a public school. Like you, they had been studying "The Landing of the Pilgrim Fathers." What lines rime in these stanzas?

I

It was a dark and stormy night,
 The giant trees tossed to and fro,
 The waves shot o'er the rocks in spray,
 And the heavy clouds hung low.

II

A lonely bark moored near the shore,
 With a weary exile band.
 They had sailed across a stormy sea,
 To a strange and distant land.

The writer of the first stanza used the following pattern:

u	/	u	/	u	/	u	/
u	/	u	/	u	/	u	/
u	/	u	/	u	/	u	/
		u	/	u	/	u	/

Read the stanza, fitting the syllables to the pattern

as shown below. As you read, emphasize each syllable that has this mark (˘) over it.

˘ ˘ ˘ ˘ ˘ ˘ ˘
 It was a dark and stormy night,
 ˘ ˘ ˘ ˘ ˘ ˘ ˘
 The giant trees tossed to and fro
 ˘ ˘ ˘ ˘ ˘ ˘ ˘
 The waves shot o'er the rocks in spray
 ˘ ˘ ˘ ˘ ˘ ˘
 And the heavy clouds hung low.

The pattern of the second stanza differs a little from the first. It has four accented syllables in the first and third lines and three accented syllables in the second and fourth. Draw the pattern of this stanza and fit the syllables to the pattern.

Try to finish the following stanza, fitting your words carefully to the pattern.

˘ ˘ ˘ ˘ ˘ ˘ ˘
 Above the roar
 ˘ ˘ ˘ ˘ ˘ ˘
 Above cry
 ˘ ˘ ˘ ˘ ˘ ˘ ˘
 A hymn
 ˘ ˘ ˘ ˘ ˘ ˘
 Rose sky.

Below is the beginning of another poem that you may try to finish. Add at least two lines to it. After you have done this, you will be ready to try a poem entirely your own.

˘ ˘ ˘ ˘ ˘ ˘ ˘
 I know a happy little brook
 ˘ ˘ ˘ ˘ ˘ ˘
 That way

A Fine Description

When you think of good literature, you probably think of a good story or of a beautiful poem. A fine description, however, is just as truly good literature as either a story or a poem. Read the description below carefully two or three times and see whether you can tell why it is good literature :

THE SCHOOLROOM

The schoolroom was the most forlorn and desolate place I had ever seen. It was a long room with three rows of desks and six of benches, and it fairly bristled all around with pegs for hats and coats. Scraps of old copy books and exercises littered the dirty floor. A bird in a cage made a mournful rattle now and then in hopping on or dropping from his perch ; but he neither sang nor chirped. There was a strange unwholesome smell about the room, and there could not have been more ink splashed about if the place had been roofless and the skies had rained, snowed, hailed, and blown ink through the varying seasons of the year.

CHARLES DICKENS (*Adapted*)

What different things helped to make the schoolroom forlorn and dreary? What do you think there is about the description that makes you see the picture clearly? Do you think the author's choice of words has anything to do with it? Why is *bristled* a particularly good word as he uses it? Why is *littered the floor* better than "lay on the floor"? Can you suggest anything else that

the author might have mentioned that would add to the dreariness of the room?

Original Descriptions

I. Write a paragraph describing your schoolroom. Your room is probably as bright and cheerful as the other was dismal. Bring out this fact. Do not try to speak of everything in the room, but begin with some general statement about its pleasantness or neatness or cheerfulness. Then mention a few particular things that make the room pleasant or neat or cheerful. Notice how every sentence in the paragraph by Dickens helps to carry out the idea of the first sentence. Let each of your sentences carry out the idea of your first or topic sentence.

II. Write a paragraph describing the pleasantest room in your home. In some houses this is the kitchen, in others the family living room. Whichever you choose, try to make others see the things about it that make it pleasant and homelike. Before writing your paragraph see the suggestions on page 30.

III. This assignment is for the boys and girls who have some extra time on their hands or for any who may especially enjoy writing descriptions. Describe some place that you have seen, such as a deserted house, an old mill, grandfather's farm, a cattle ranch, a woodland road, or any other place with which you are familiar. But before you get the compositions ready to hand in, read very carefully the *Standards for*

the Arrangement of Written Compositions given below, and study the diagram on the opposite page.

Standards for Arrangement of Written Compositions

1. Write neatly and legibly. Be careful to give the whole page a well-arranged, attractive appearance.
2. If you wish to change anything you have written, erase it clean if it is in pencil; draw a neat line through it if it is in ink.
3. Write the title, properly capitalized, in the middle of the first line.
4. Leave a blank line between the title and the body of the composition.
5. Leave an even margin of about an inch at the left of the page.
6. Do not crowd your letters to the very edge of the paper on the right.
7. Indent the first line of every paragraph about half an inch farther to the right than the other lines.

The arrangement of a composition on a page is further shown in the diagram opposite.

Arrange with your teacher where on the paper to place your signature. Sometimes this is placed at the end of the composition, a blank line being left between the composition and the name. Sometimes the composition is folded lengthwise and the name written on the blank outside sheet.

[illegible]

Additional Subjects for Description

Here are some other subjects for description that you may write on whenever your teacher assigns them :

1. A Snowy Night
2. The Coming of a Storm
3. A Lake at Night
4. A Little Brook I Know
5. An Evening Walk
6. On the Ocean
7. My Favorite Haunt
8. A Woodland Trail

Variety in Use of Words — Synonyms

In describing your room do not use the word *pleasant* too often. Here are some synonyms that will help you to avoid doing so :

sunny	cheerful	spotless
cheery	attractive	neat
bright	homelike	clean

In the first sentence of the description on page 26, Dickens uses the words *forlorn* and *desolate*. These words mean almost the same. There are other synonyms that he might have used also, such as :

dreary	lonely	dismal
gloomy	forsaken	miserable

Use each of the above words in a sentence of your own.

Clear Enunciation

When you are describing your schoolroom or a room in your home, be careful to sound the final *t* in words like *pleasantest*. Say the following very distinctly in concert and alone :

sunniest	finest	largest	darkest
nicest	greatest	highest	lightest
poorest	tallest	smallest	warmest

Be careful also to say “kept,” not “kep.” Repeat :

I *swept* the floor. The child *wept* bitterly.
The Indian *crept* noiselessly. The baby *slept* soundly.

The Use of the Dictionary

In the description on page 26 there are several words that you possibly did not know how to pronounce correctly, such as *forlorn*, *desolate*, *varying*. Your teacher probably told you how to pronounce them, but you will want to know how to find the cor-

rect pronunciation of words for yourself when there is no one at hand to help you.

This is one of the most important uses of the dictionary — to give the correct pronunciation of words. In the dictionary the sounds are shown by means of certain symbols or marks. The most common of these symbols are the following:

1. The accent mark (') showing on which syllable to put stress ; as, *ad-dress'* (accent on the last syllable), *brig'and* (accent on the first syllable).

2. The long mark over the vowels, *ā*, *ē*, *ī*, *ō*, *ū*, pronounced as in *āle*, *ēve*, *īce*, *ōld*, *ūse*.

3. The short mark over the vowels, *ă*, *ĕ*, *ĭ*, *ŏ*, *ŭ*, pronounced as in *ădd*, *ĕnd*, *ĭll*, *ŏdd*, *ŭp*.

You will find these and the other symbols used fully explained in the dictionary.



Sometimes the pronunciation is shown by respelling the word according to sound. Be careful not to confuse this spelling with the correct spelling of the word. This spelling for pronunciation is always inclosed in parentheses and is printed in smaller and less heavy type than the correct spelling. For instance, the word *any* is printed thus: **any** (ěn'ĭ).

Look up the word *recess* in the dictionary. Is the accent on the first syllable or on the second? Is the first *e* long or short? Is the second *e* long or short? How should the word be pronounced? Look up *gesture* and *reigned*.

ORAL AND WRITTEN EXERCISES

The following words are often mispronounced. Find them in the dictionary, and say them aloud until you feel sure of the correct pronunciation.

Next, copy the words and place the accent mark, from memory, where it belongs. Consult the dictionary to make sure that you are right.

again	mischievous	museum	column	inquiry
heroine	interesting	pumpkin	poem	theater

A Talk about Books — A Class Project

If you were asked what kind of stories you like best, a great many of you would probably say "stories of brave deeds," and others would say "animal stories." As most boys and girls love animals, they naturally enjoy stories about animals, and they all like the thrill

that comes with the reading of heroic deeds. In the books listed below there are a number of good animal stories and several stories of great heroes. Look the list over and try to get, either from the school library or from the public library, one of the books that seems to you particularly attractive.'

In most of these books there are several stories. Select a story that you think your classmates will enjoy, and prepare to tell it. When several in the class are ready, your teacher will set aside a language period in which you may give your report or talk. Try to make it so interesting that the other children will want to read the book too. If the complete story is too long to tell, select the most interesting incident or the most interesting character to describe.

BOOK LIST

Jungle Book — Rudyard Kipling
Uncle Remus and the Little Boy — Joel Chandler Harris
Adventures of Old Man Coyote — Thornton W. Burgess
The Puritan Twins — Lucy Fitch Perkins
Black Beauty — Mrs. Anna Sewell
The Merry Adventures of Robin Hood — Howard Pyle
In the Days of Giants — Abbie Farwell Brown
When Knights Were Bold — Eva M. Tappan
Old Time Tales — Kate F. Oswell
The Secret Garden — Frances Hodgson Burnett
Rebecca of Sunnybrook Farm — Kate Douglas Wiggin
Heidi — Johanna Spyri
Toby Tyler — James Otis

DICTATION EXERCISE

Do not forget that when a book is named in a sentence the title should be inclosed with quotation marks. A title (or a quotation) that is given within a quotation should be inclosed with single quotation marks. Write the following sentences from dictation :

1. Mother, will you give me "The Secret Garden" for my birthday?
2. "Come, Tommy," said Faith, "I'll read you 'The Song of Hiawatha.' I'm sure you'll like it."
3. "Don't you like animal stories?" Tom asked. "Our teacher says 'Black Beauty' is a fine horse story."

Test on Troublesome Words

Write in a column the numbers from 1 through 15. Then look at the first sentence of this exercise, and choose the correct word where a choice is given. Write the correct word, either *those* or *them*, after the figure 1 on your paper. Do the same for each of the other sentences, writing the correct word or words after the corresponding number on your paper.

1. $\left. \begin{array}{l} \text{Those} \\ \text{Them} \end{array} \right\}$ pictures are very beautiful.
2. Where did you buy $\left\{ \begin{array}{l} \text{them} \\ \text{those} \end{array} \right\}$ gloves?
3. Is it $\left\{ \begin{array}{l} \text{me} \\ \text{I} \end{array} \right\}$ you wanted to see?
4. What kind of melons are $\left\{ \begin{array}{l} \text{these} \\ \text{them} \end{array} \right\}$?

5. $\left. \begin{array}{l} \text{Were} \\ \text{Was} \end{array} \right\}$ you at church yesterday?

6. $\left. \begin{array}{l} \text{Can} \\ \text{May} \end{array} \right\}$ I walk home with you?

7. Harry has $\left\{ \begin{array}{l} \text{went} \\ \text{gone} \end{array} \right\}$ to camp again.

8. Where $\left\{ \begin{array}{l} \text{was} \\ \text{were} \end{array} \right\}$ you when school began?

9. $\left. \begin{array}{l} \text{May} \\ \text{Can} \end{array} \right\}$ I go to Aunt Kate's house to lunch?

10. Didn't the poor people have $\left\{ \begin{array}{l} \text{no} \\ \text{any} \end{array} \right\}$ food at all?

11. When I asked who did it, he said, "It wasn't $\left\{ \begin{array}{l} \text{I} \\ \text{me} \end{array} \right\}$."

12. They looked so much alike that I $\left\{ \begin{array}{l} \text{couldn't see no} \\ \text{could see no} \end{array} \right\}$

difference between them.

13. I didn't have $\left\{ \begin{array}{l} \text{any} \\ \text{no} \end{array} \right\}$ pencil or paper.

14. If there was a quarrel, I'm sure Jack $\left\{ \begin{array}{l} \text{begun} \\ \text{began} \end{array} \right\}$ it.

15. I $\left\{ \begin{array}{l} \text{can't see any} \\ \text{can't see no} \end{array} \right\}$ difference between your writing
' and mine.



CHAPTER THREE

HOW TO MAKE LETTERS ATTRACTIVE

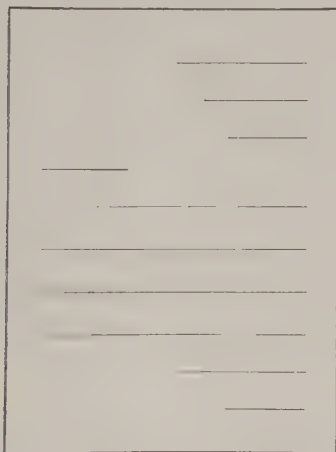
How to Place a Letter on the Page

Do you remember the different parts of a letter, and how to arrange these parts on paper? What is included in the **heading**? What is the **salutation**? What is the **complimentary close**? (In the letter on page 39, the first three lines are the heading; the fourth line, the salutation; and the thirteenth line, the complimentary close.)

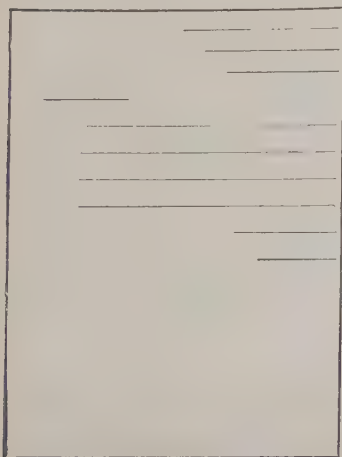
You will now go a step further and learn to plan the placing of the parts of your letter so well that the whole will present an attractive appearance. Remember that a well-written, well-arranged letter will make a good impression wherever it goes, while a poorly-arranged, poorly-written one will make an unfavorable impression.

Study the arrangement of the letter forms on page 37 and decide what things help to make one form good and the others poor.

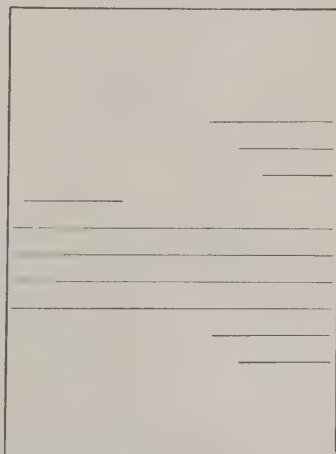
GOOD ARRANGEMENT



POOR ARRANGEMENT



POOR ARRANGEMENT



You will see that in the arrangement called "good" the letter is neither in the upper nor in the lower half of the page but occupies the center, so that the sheet presents a well-balanced appearance. The width of the margin at the top should, therefore, depend both upon the size and shape of the paper used and upon the length of the letter. The margin on the left is usually about half an inch wide. On the right, while there is no regular margin, the words should not be brought out to the very end of the line. Notice where the complimentary close and the signature are placed in relation to the rest of the letter.

Exercises in Arrangement

I. Let different pupils draw on the board rectangles of the following sizes, the first figure in each case being the height, and the second, the width of the rectangle: 20 in. by 16 in., 26 in. by 20 in., 32 in. by 20 in., 36 in. by 28 in. Letting these rectangles represent the different sizes of writing paper in common use, a pupil should place in each a heading, a salutation, lines to represent the body of a letter, a complimentary close, and a signature.

The rest of the class should watch closely, criticize the placing of the various parts, the appropriateness of the salutation and the complimentary close, and suggest improvements of any kind.

II. Cut paper one fourth the length and one fourth the width of each rectangle given in the exercise above.

On each of these four sheets arrange a heading, a salutation, lines to represent the body of a letter, a complimentary close, and your signature.

Ask your teacher to appoint a committee of three pupils to select ten or twelve of the best arrangements and hang them up in the room for the whole class to see.

III. Copy the following letter on each of two sheets of paper of very different size. Regulate the margins and the placing of the various parts so that each page will be well balanced.

153 Elmwood Avenue
Charleston, W. Va.
Aug. 12, 1921

Dear Mother,

I have just reached Uncle John's safe and sound, and am keeping my promise to let you hear as soon as possible.

Aunt Betty and Will met me at the station and it surely was good to see them again. Everyone is well and sends you much love.

Your loving son,
Lawrence

Original Letters

I. Make believe that your teacher is interested in making up a book list for boys and girls of your age and that she has asked each of you to recommend one good book for her list. Write her a letter, recommending a book that you have recently read and enjoyed. Tell what the book is about and why you particularly like it. Put into practice all you have learned about the arrangement of letters.

Before you do this work, read and talk over the letter below. It may give you suggestions for writing yours.

Lakeside School
Madison, Wis.
June 2, 1928

Dear Miss Clarkson,

The book I want to recommend for your list is "The Birds' Christmas Carol" by Kate Douglas Wiggin. It is the story of a little invalid girl and the happy Christmas she gave to a large family of poor children. Some parts of it are very funny, especially the part where the poor children are getting ready for the party. I am not sure that boys would care much for this book, but I am sure that all girls would like it as much as I do.

Your affectionate pupil,
Janet Wolf

II. Write a letter to some absent classmate, recommending a book for him to read while he is away from school. If he is not well, suggest a story that you think will cheer him up. Inclose the title of the book in quotation marks.

NOTE: Instead of being inclosed in quotation marks, titles of books may be underlined when written or *italicized* when printed.

Writing Names of Days and Months

Are you sure that you never make a mistake in writing the names of the days of the week or the months of the year? Before you do the work called for in the next exercise, look carefully at the abbreviations of the months given below:

January — Jan.	August — Aug.
February — Feb.	September — Sept.
March — Mar.	October — Oct.
April — Apr.	November — Nov.
December — Dec.	

Three of the names of the months, namely *May*, *June*, and *July*, are never abbreviated.

March and *April* are words so short that many people never abbreviate them, but you will sometimes see the abbreviations given above.

ORAL AND WRITTEN EXERCISES

I. Write the names of the days of the week, beginning with Sunday. Follow this with the names of all

the months, beginning with January, and the abbreviations of all those for which it is sometimes well to use abbreviations.

Exchange papers and correct one another's work. Every pupil in the class should have 100 per cent on this exercise.

II. Write the following rime either from dictation or from memory. If you do not already know it perfectly, you should now memorize it. You will find it useful many a time.

Thirty days have September,
April, June, and November;
All the rest have thirty-one,
Excepting February alone,
Which has just eight and a score,
Till leap year gives it one day more.

III. Account orally for each punctuation mark and capital letter in the following:

1. April 1, 1928
2. Thursday, May 3, 1927
3. Nov. 23, 1928
4. 435 W. 119 St.
5. 67 Commonwealth Ave.
Boston, Mass.
Dec. 24, 1927
6. 153 Elmwood Ave.
Charleston, W. Va.
Aug. 12, 1928

Letters of Thanks

If you receive a present from some one whom you will not see very soon, it is courteous to write a letter of thanks as promptly as possible. If some one has been kind enough to remember you, the least you can do is to show your appreciation by writing and thanking him at once.

Compare the two letters following, talk them over, and decide which would give the sender of the presents the greater pleasure.

64 Forest Ave.

Atlanta, Ga.

May 17, 1928

Dear Aunt Julie,

How did you know that I wanted a tool box more than anything else in the world? There are more tools in it than I ever expected to own, and some that I don't even know the names of; but I'm going to learn to use every one of them.

I belong to a boys' club and we make all kinds of things. Now we are making boats. If I don't make the best boat of the lot, it won't be the fault of my new tool box!

Thank you ever and ever so much.

Your loving nephew,
Theodore

15 Belmont Road
Washington, D. C.
March 6, 1928

Dear Aunt Julie,

Since it is raining and I can't go out, I thought I would write and thank you for my birthday present. It is a fine tool box and father thinks that every boy should learn to handle tools, so I shall find your present very useful. As I cannot think of anything more to say I will now close.

Your loving nephew,
Frederick

Is it courteous of Frederick to intimate that he is writing only because there is nothing pleasanter for him to do, that his father rather than he appreciates the tool box, that the present will prove useful though it gives no pleasure? Is it polite to say, "As I cannot think of anything more to say I will now close"?

Discuss Theodore's letter. What good points has it? Can you suggest improvements? Compare the first sentence of Theodore's letter with the first sentence of Frederick's. Compare the last sentence of the two letters.

Original Letters

I. Write a letter of thanks for at least two of the gifts suggested on page 45. Try to make your letters attractive in appearance as well as courteous and appreciative in style.

1. The present of a dog
2. The present of a pair of skates
3. The present of a canary
4. Tickets for a theater or a circus
5. A subscription to *St. Nicholas*, *The Youth's Companion*, or some other magazine
6. A week-end visit to a friend
7. A vacation on a farm

II. Divide the class into groups of two. Let one member of each group write a letter to the other, making believe that he is sending his partner a certain book as a present.

Let the second member of each group write a letter of thanks for the book.

Ask your teacher to select the best pair of letters and read them aloud. Talk over these letters, deciding why they are particularly good.

The Use of the Apostrophe to Show Possession

A good many apostrophes are used in the lessons on letters that you have just studied. Notice the following particularly :

1. I have just reached Uncle John's safe and sound.
2. The book I want to recommend for your list is "The Birds' Christmas Carol."
3. Compare the first sentence of Theodore's letter with the first sentence of Frederick's.
4. Write a letter of thanks for a subscription to *The Youth's Companion*.

From the number of times that the apostrophe is used in everyday letters, you will realize that it is a very necessary little mark and one that you should learn to use correctly.

Singular and Plural of Nouns

Remember that before you can place the apostrophe to show possession you must look to see whether the noun is singular, meaning one person or thing, or plural, meaning more than one.

Notice the singulars and the plurals of these nouns :

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
soldier	soldiers	lady	ladies
neighbor	neighbors	enemy	enemies
fox	foxes	princess	princesses

With what letter do the plurals of all these nouns end? The plurals of most nouns are formed by adding *s* to the singular, though some add *es*, and a few, such as *lady*, change final *y* to *i* and then add *es*. Which of the plurals above are formed by adding *es* to the singular noun? Which change the final *y* to *i* and add *es*?

There are only a few nouns whose plurals do not end in *s*, and of these you are likely to use the following to show possession more often than any others :

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
man	men	child	children
woman	women		

Summary of Rules for the Use of the Apostrophe to Show Possession

I. If the noun is singular, no matter with what letter it ends, it shows possession by adding an apostrophe and *s*.

The spider's web was broken.

James's letter was not a very good one.

II. If the noun is plural and ends in *s*, it shows possession by adding an apostrophe only.

Both boys' letters were written promptly.

The girls' sewing class meets to-day.

III. If the noun is plural and does not end in *s*, it shows possession as singular nouns do, by adding '*s*'.

The men's tools were put away.

The children's toys are in the box.

ORAL AND WRITTEN EXERCISES

I. Decide whether the following are the singular possessive forms or the plural possessive forms. Give the reason orally for your decision in each case :

1. pirate's cave

7. children's mother

2. pirates' cave

8. day's work

3. boy's father

9. days' work

4. boys' father

10. Louis's books

5. women's club

11. year's end

6. Indians' arrows

12. horses' hoofs

13. ladies' hats

II. Study the following sentences carefully and explain the position of the apostrophe in each. Write from dictation any of them that your teacher may care to give.

1. One hour's sleep before midnight is worth two hours' sleep after.

2. There are no birds in last year's nest.

3. In olden times even the men's and boys' clothing was made at home.

4. There are gypsies' tents among the trees.

5. We hope that Santa Claus's pack will be heavy this year.

6. Do you know Longfellow's "The Children's Hour"?

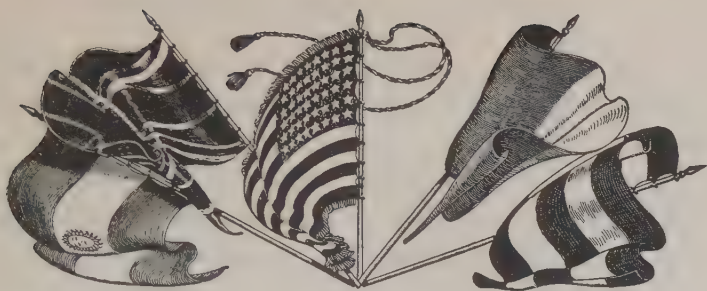
7. Monday's child is fair of face,
Tuesday's child is full of grace,
Wednesday's child is merry and glad,
Thursday's child is sour and sad,
Friday's child is loving and giving,
Saturday's child must work for a living,
But the child that is born on the Sabbath day
Is blithe and bonny and good and gay.

III. Write sentences of your own, using each of the nouns listed on page 46 as a possessive.

Example. The soldier's life was in danger.

The soldiers' knapsacks were heavy.

Different pupils may go to the board and write sentences from their papers. The rest of the class should criticize the sentences on the board. Be especially careful to spell the plural of *woman* correctly.



CHAPTER FOUR

PREPARING A PATRIOTIC PROGRAM

A Talk on Patriotism

When the word *patriot* is spoken, every American thinks at once of Washington and Adams and Jefferson and Franklin and Lincoln; but we should keep in mind the fact that America is not the only country that has great patriots to remember and to be proud of. Every nation has in its history men and women whom the citizens of that nation honor and revere as we honor and revere our great patriots. We should know about these heroes of other lands as well as about those of our own. Can you see any reason for this?

Talk over the following questions with your teacher and with one another :

1. How can stories of patriotic deeds performed by people of other lands teach us to be better citizens of our own land?

2. How do such stories help us to understand people of other nations better?

3. In what way does knowing and understanding people of other lands help to make us better citizens of our own land?

The Story of a Roman Patriot

Read the story below. It is the story of a deed of such true patriotism that it is remembered and repeated more than two thousand years after it was performed.

THE GULF IN THE FORUM

A strange thing once happened in the city of Rome. In the middle of the Forum, or market place, a great gulf suddenly yawned, so deep that no man could see the bottom. The horrified people gathered about it and tried in vain to fill it with earth and stones. Finally they went to the seers, or wise men, and asked them what must be done to appease the gods, for they thought the gods were angry with them. The seers said, "If Rome would live forever, there must be thrown into the gulf the most precious thing in Rome."

The anxious people then assembled and tried to decide what the most precious thing in Rome was. Some suggested jewels, some gold, and still others corn. But Mettus Curtius, a young soldier, stepped forward and said, "Jewels, gold, and corn are indeed precious, but Rome hath something that is worth far more than these — valor and arms." So saying, he mounted his horse and, armed as for war, leaped into the chasm. The earth closed; the gulf was seen no more. The most precious thing in Rome had been sacrificed and the gods were appeased.

What is the meaning of the word *gulf* as it is used in the story on page 50? What synonym for *gulf* is used? Look in the dictionary for the pronunciation of this synonym. What does *appease* mean? If you are not sure of the meaning of the word *valor*, look it up in the dictionary. Suggest several synonyms for *valor*.

What did the people think caused the gulf? Did the sacrifice of the young Roman's life do any real good? Discuss this question, giving reasons.

Different Ways of Expressing a Thought

See in how many different ways you can express the thought in each of the following sentences:

1. The horrified people tried in vain to fill the gulf with earth and stones.
2. They asked what must be done to appease the gods.
3. The most precious thing in Rome had been sacrificed.

Telling Stories of Brave Deeds

The story of "The Gulf in the Forum" is one of a number of hero stories suggested in this chapter. At the close of the chapter there is opportunity for arranging a program of these stories. Try to tell each story so well that it will help to make your program interesting.

I. Tell the story of the Roman patriot as vividly as you can.

II. Either tell orally or write the story of some brave deed that you have seen, or of which you have heard. Remember that giving one's life, as Mettus Curtius did,

or even risking one's life, is not the only kind of heroism. It sometimes takes just as much courage to "own up," to tell the truth, to stand by a friend, to protect some weak boy or girl, or some animal that is being abused, as to risk one's life.

Plan your story carefully, first telling when and where the event took place and then describing the event itself. Be sure that your hearers get a vivid picture of the whole scene as you saw it. In planning your story follow the model of "The Gulf in the Forum."

When the stories are told or read aloud, think them over and decide which ones describe the most truly courageous deed.

Other Great Patriots

There are many patriots of other lands about whom you should know. Select one from the following list, find out all that you can about him or her, and tell the story in class. Talk over with your teacher and with one another the different acts of patriotism that the stories describe.

Horatius
Joan of Arc
William Tell

Robert Bruce
Florence Nightingale
Grace Darling

You may find accounts of all the characters mentioned here, as well as of those in the list on page 59, in the following books:

Fifty Famous Stories Retold — James Baldwin
Makers and Defenders of America — Foote and Skinner
Lives and Stories Worth Remembering — Grace H.
Kupfer

The Story of the Thirteen Colonies — H. A. Guerber
Heroes of the Nations — Herman S. Alshouse

Select stories that tell of the patriotism of these characters.

The Story of an American Patriot

The following is the true story of a young girl who risked her life to save the lives of others. Read carefully the story of this girl patriot.

ELIZABETH ZANE

During the Revolutionary War a band of Indians, who were fighting on the side of the English, made an attack upon Fort Henry.

In the fort were all the women and children of the village with twelve men to guard them. Every man had a gun; but they had so little powder that they did not dare to fire any unnecessary shots. The Indians grew bolder and bolder in their attacks. Finally a party of them crept close to the



blockhouse and tried to shoot through the cracks; but this was an unfortunate attempt. The bullets of the

men inside brought down all the foremost Indians, and the rest fled yelling to the woods.

The whites knew enough of Indian warfare to feel sure that their enemies would return and renew the attack very soon. As they were preparing for this, they discovered, to their dismay, that they had scarcely any powder left — and powder they must have or they would all be murdered. Colonel Shepard called the men together and laid the situation before them. It was evident that some one would have to leave the fort and make an attempt to get a keg of powder that had been left behind in a neighboring house. The colonel was unwilling to order any one to go upon so dangerous an errand, but he asked for volunteers.

Three or four young men immediately offered to go. The colonel told them that he could spare only one, and while they were discussing among themselves which one it should be, a young girl, Elizabeth Zane by name, stepped forward and said, "Let me go for the powder." At first none of them would listen to her, but she said: "You cannot spare a single man. There are not enough men in the fort now. If some one must be killed, don't you think it should be a girl rather than one of you men? You stay where you are needed and let me go." In the end she had her way, and the gate of the fort was opened just wide enough for her to slip out.

Why the Indians did not fire upon her as she ran from the fort, it would be difficult to say. Perhaps they thought that they would not waste a bullet on a woman. Certainly they did not guess her errand. She reached the house, poured as much powder as

she could carry into her apron, and started to run back. Then the Indians seemed suddenly to understand what she had been about, and they sent a shower of bullets after her, which whistled to the right and left and buried themselves in the ground at her feet. None of them, however, happened to strike her, and she reached the fort in safety.

When you read in history of the brave defense of Fort Henry, remember that no one there showed greater heroism than did the young girl who ran out in the face of the enemy and brought an apron full of powder to the men in their hour of need.



EDWARD EGGLESTON (*Adapted*)

Do you know how blockhouses were built? If not, look up the subject in an encyclopedia or in a large dictionary. Retell the first paragraph, making the scene described there as vivid as you can. Describe the situation in which the little garrison found itself at the end of the first attack.

As Colonel Shepard was in command, why did he not order one of the men to go for the powder? Why is the word *crept* a good word to use to describe the Indians' approach? Imagine yourself Colonel Shepard, and say what he probably said when he called the men together and told them about the powder. What

group of words could you use in place of *volunteers*? How else might you express, *No one there showed greater heroism*? Is the last paragraph really needed for the sake of the account? In what way does it add to the story?

Telling a Story Vividly

See how well you can tell the story of Elizabeth Zane. Remember that it is a true story of a very brave deed. Tell it as though you had seen the whole thing: the little fort and its heroic defenders, the skulking Indians, and the young girl's perilous trip.

The following phrases, which the author uses, you will find very good and convenient ones for your own use:

unfortunate attempt
Indian warfare
asked for volunteers
shower of bullets
the bullets whistled
in the face of the enemy

A Debate

Have a class discussion as to whether it was right for the men to allow Elizabeth Zane to go on so dangerous an errand. Let those of the class who believe that it was right, argue on that side — the **affirmative**; let those who believe that it was not right, argue on that side — the **negative**. Bring all the arguments possible to support your side. Ask your teacher to judge which side presents the better case.

Coöperative Composition Work*Girls —*

Make believe that you are Elizabeth Zane and have just gone through her exciting experience. Tell the story to a friend. Make a class exercise of this, each pupil writing one of the paragraphs suggested below:

1. Your arrival at the blockhouse, the scene that awaited you there, and the sounds of battle
2. Colonel Shepard's remarks to his men
3. The offer you made and how it was received
4. Your rush for the powder and your return trip

Those who select the first paragraph may begin:

Mother and I were busy in the kitchen when suddenly a man came running to the door and shouted, "The Indians are coming!"

When all have been read aloud, select the best form for each paragraph and combine them. Then have the complete story read.

Boys —

Make believe that you are one of the men guarding the women and children in the blockhouse. Tell the story of your experience. Make a class exercise of this as suggested for the girls.

1. How you repulsed the Indians
2. How you were called together and told about the powder
3. How you discussed the situation and how you received Elizabeth Zane's offer

4. How you felt as you watched the girl leave the fort, and how anxiously you awaited her return

Those who select the first paragraph may begin :

We had scarcely shut and barred the gate of the block-house when the Indians were upon us.

The following lists may help you to avoid repeating the same words or phrases too many times :

frightened	ran	guard
horrified	went	defend
terrified	rushed	take care of
afraid	hurried	fearless
scared	fled	courageous
swiftly	protect	said they would go
quickly	shield	offered to go
rapidly	brave	volunteered to go
fast	heroic	insisted upon going

Ask your teacher to decide whether the boys or the girls have succeeded in writing the more spirited and lifelike account.

Homonyms

knew *would* *right* *no* *hour*

I. **Homonyms** are words that sound alike but are spelled differently. The five words at the head of this exercise are selected from the story of "Elizabeth Zane." See how they are used in the story and see how their homonyms are used in the sentences below :

1. The *new* years come and the old years go.

2. Over the river and through the *wood*,
Oh, how the wind does blow !
3. I am old, so old I can *write* a letter,
My birthday lessons are done,
The lambs play always, they *know* no better,
They are only one times one.
4. *Our* fathers' God, to thee,
Author of liberty,
To thee we sing.

Talk over the meaning of each pair of homonyms and use them in written sentences of your own.

II. Show by written sentences that you know how to use each of the following homonyms correctly :

their	sale	here	red	to	two
there	sail	hear	read	too	

Great American Patriots

Besides Elizabeth Zane, there are many other patriots of whom every American is proud. The stories of the following all boys and girls should know. You may read of them in the books suggested on page 53.

Molly Pitcher

Benjamin Franklin

Paul Revere

Robert E. Lee

Nathan Hale

Clara Barton

Prepare one of these stories to tell in class. Divide them among the members of the class so that all will learn about each of these patriots of our own country.

My Favorite Hero

I. Write a short sketch or description entitled "My Favorite Hero." Your favorite hero may be one of the men or women studied about in this chapter or some other person of whom you have heard or read. Arrange your work according to the following outline :

1. Introduce your hero, telling who he is and when and where he lived.
2. Explain why you admire him so much.

In speaking or writing about a woman or a girl who has done some heroic deed, you may use the word *heroine* if you like, though the word *hero* is often applied to women as well as to men.

II. Those of you who have some extra time or who are especially interested may write another sketch. We have all heard of wonderful acts of heroism on the part of animals. There are thrilling stories of the Saint Bernard dogs that save travelers lost in the snow in the Alps ; there are tales of dogs who risk their lives to save a drowning child or a wounded master ; and there are countless examples among birds and many other creatures of the way a mother will fight to protect her young. Tell the best story of animal heroism that you can.

Correct Pronunciation

If you use the word *heroine* in telling your story, be careful to pronounce it correctly. Both the first *e* and

the *i* have the short sound, so the word is pronounced as if it were spelled *hĕr'o-in*.

Practice saying the following words very distinctly. If you are not sure of the pronunciation of any of them, look them up in the dictionary.

hero	patriot	foreign	image
heroic	patriotic	foreigner	imagination
heroism	patriotism	European	imaginative

The Comma in a Series

In speaking of American heroes we might say, "The first three Presidents of the United States were George Washington, John Adams, and Thomas Jefferson." A list of this kind is called a **series**. Sometimes a series consists of groups of words and sometimes of single words. Notice the series in the two sentences below:

I was born an American, I live an American, I shall die an American.

England, France, Italy, and Belgium were allies in the great World War.

By what punctuation mark are the parts of a series separated? Be careful in writing to separate *all* parts of the series by commas. Do not forget the comma between the last two parts. The punctuation mark should be placed there whether or not these last two are connected by *and*, *or*, or some other connecting word.

Words or groups of words in a series should be separated by commas.

WRITTEN EXERCISES

I. Study the following sentences and write them from dictation :

1. Keep thyself simple, good, pure, kind, and affectionate.

MARCUS AURELIUS

2. In our flag the white is for purity, the red for valor, the blue for justice.

3. I have fought a good fight, I have finished my course, I have kept the faith.

BIBLE

4. Wynken, Blynken, and Nod one night
Sailed off in a wooden shoe.

EUGENE FIELD

II. Write original sentences as suggested below :

1. Write a statement beginning with the names of the following cities : New York, Chicago, Philadelphia.

2. Write an interrogative sentence about the following studies : arithmetic, geography, history.

3. Write a sentence in which the names of four books occur. Remember the rule for capitalizing certain words in the titles of books, as well as the rule for punctuating the title when used in a sentence.

4. Write a sentence about some place you have seen to which you can properly apply the words *desolate*, *wild*, *lonely*.

5. Write a statement in which you speak of traveling by these methods : on foot, on horseback, by boat, by train.

A Patriotic Poem

The following poem tells very clearly what our flag means to every loyal American.

Read the stanzas thoughtfully so that hereafter you will see in the flag what the author sees.

THE FLAG GOES BY

Hats off !

Along the street there comes
A blare of bugles, a ruffle of drums,
A flash of color beneath the sky :

Hats off !

The flag is passing by !

Blue and crimson and white it shines,
Over the steel-tipped, ordered lines.

Hats off !

The colors before us fly ;
But more than the flag is passing by.

Sea fights and land fights, grim and great,
Fought to make and to save the state ;
Weary marches and sinking ships ;
Cheers of victory on dying lips ;

Days of plenty and years of peace ;
March of a strong land's swift increase ;
Equal justice, right, and law,
Stately honor and reverend awe ;

Sign of a nation, great and strong,
To ward her people from foreign wrong ;
Pride and glory and honor — all
Live in the colors to stand or fall.

Hats off !

Along the street there comes
A blare of bugles, a ruffle of drums ;
And loyal hearts are beating high :

Hats off !

The flag is passing by !

HENRY HOLCOMB BENNETT ¹

What is meant by *more than the flag is passing by*? What different things does the poem say the flag stands for? What war was fought to make us a nation? to save our nation? What are the *steel-tipped lines* referred to in the second stanza? Explain the last two lines of the fifth stanza. Learn the poem by heart.

World Patriots' Program — A Class Project

For some language period arrange a program of stories and anecdotes about great patriots. Appoint as speakers on this program the boys and girls who told or wrote the best stories called for in this chapter, some one who answered the questions on pages 49 and 50 clearly, the one who wrote the most interesting sketch on "My Favorite Hero," and the one who recited "The Flag Goes By" particularly well.

Select a chairman whose duty it shall be :

1. To arrange the program with the help of the teacher or a committee of pupils.
2. To explain why you are giving this program.
3. To introduce each of the other speakers who takes part and tell what he is going to read or recite.

¹ Used by permission of the author.

Substitutes for *Ain't* and *Got*

The incorrect word "ain't" probably causes more mistakes in speaking than any other word form. This is curious, for "ain't" is not a word in good standing and should never be used at all. Careless people use it for the negative *isn't*, *aren't*, *haven't*, and *hasn't*, and use "I ain't" for *I'm not*.

Got is another word that causes much trouble. *Got* is a perfectly good word in its place, but people overuse it. The word usually means *obtained*. You may say *I got money from the bank to-day*, and *the carpenter finally got work*; but you should never use *have got* when you mean only *have*, and it is better not to use *got* in place of *came*, *became*, and other words of that kind.

In the following sentences fill the blanks with correct negative expressions :

1. I —— going.
2. Tom —— as big as his brother.
3. —— you ready yet?
4. I —— heard from him lately.

In the following sentences fill the blanks without using *got*:

5. My dog —— long ears.
6. I —— home early yesterday.
7. Mary —— any sisters or brothers.
8. I —— very tired on the hike.

CHAPTER FIVE

IMPORTANT FACTS TO REMEMBER — REVIEW

You have now studied nearly all the important rules governing the use of capital letters and punctuation marks. These rules are listed below (pages 66–69) and should be reviewed carefully.

Summary of Rules for Capital Letters

1. Every sentence should begin with a capital letter.

A poor workman never has good tools.

2. Every line of poetry should begin with a capital letter.

Children, you are very little,
And your bones are very brittle.

3. Every word in the name of a person should begin with a capital letter.

Charles Evans Hughes

4. The first word and all principal words in the title of a book, a poem, or a story should begin with capital letters.

The Charge of the Light Brigade

5. Each word in the name of a particular place should begin with a capital letter.

Metropolitan Art Museum

6. Words derived from the names of places usually begin with capital letters.

I have a camp in the Canadian woods.

7. The names of the days of the week, of the months of the year, and of all holidays should begin with capital letters.

Thanksgiving Day is the last Thursday of November.

8. Initials should be written with capital letters.

T. W. Higginson

9. The first word of a quotation should begin with a capital letter.

Grant said, "Let us have peace!"

10. The word *I*, and the word *O* written with only one letter, should always be written with capital letters.

In my great distress I exclaimed, "Have mercy, O Lord, on this house!"

11. All names of God should begin with capital letters.

God is our Jehovah.

Summary of Rules for Punctuation Marks

A *period* is used :

1. At the end of a statement.

Bread is the staff of life.

2. After all abbreviations.

Mr. Jan

3. After initials.

R. L. Stevenson

A *question mark* is used after a sentence that asks a question.

Where are you going?

An *exclamation point* is used after a sentence that expresses strong feeling.

How beautiful is spring!

A *comma* is used:

1. After *yes* and *no* when used as part of an answer to a question.

Yes, I am coming.

2. To separate the parts of a date that tell the day of the week, the month, and the year.

Monday, June 25, 1928

3. After the name of a person addressed.

Jack, be nimble!

4. To separate a quotation from the rest of the sentence, unless some other mark of punctuation is needed.

And God said, "Let there be light."

5. To separate words or groups of words that are in a series.

We traveled on foot, on horseback, and by automobile.

An *apostrophe* is used :

1. In contractions to show the omission of letters.

Don't I'm

2. To show possession.

Boy's hat Girls' coats

Quotation marks are used :

1. To inclose the title of a book, a poem, or a story.

Have you read "Just So Stories"?

NOTE : Instead of being inclosed in quotation marks, titles of books may be underlined when written or italicized when printed.

2. To show the exact words of the speaker or writer.

Nelson said, "Thank God, I have done my duty."

ORAL EXERCISE

Account for every punctuation mark in the following :

1. Mary, Mary, quite contrary,
How does your garden grow?
2. No, I cannot go out to-day.
3. Yes, we're ready.
4. Hush, my dear, lie still and go to sleep.
5. Our vacation began on Friday, Dec. 21, at 3 P.M.
6. My mother always says, "If it isn't right, don't do it."
7. Men's and boy's clothing is for sale here.
8. We read "The Three Bears" in the second grade.
9. Never will I surrender!
10. Rip Van Winkle was a simple, good-natured, shiftless fellow. •

Review of Possessive Singular and Plural

1. Give the rule for writing the possessive form of all singular nouns.
2. Give the rule for writing the possessive form of all plural nouns that end in *s* ; of the plural nouns that do not end in *s*.

ORAL EXERCISE

Tell why the apostrophe is used in one sentence of each of the following groups and not in the other :

1. { The *girls* were playing tennis.
The *girls'* tennis club met to-day.
2. { The *swallow's* tail is forked.
Swallows have forked tails.
3. { *Lambs'* wool is soft and warm.
The wool of *lambs* is soft and warm.
4. { The *babies* have gone to sleep.
I rocked the *baby's* cradle.
5. { Two *orioles* built a nest in the old elm.
The *orioles'* nest swung from the bough.

Kinds of Sentences

I. Tell whether each of the following sentences is declarative or interrogative. Tell also whether it is exclamatory. If you are not sure, refer to page 15.

1. How could you do such a thing !
2. A new broom sweeps clean.
3. The ship is sinking !
4. In the heart of each seed a little plant is buried.
5. Of whom were you speaking ?

II. Write six exclamatory sentences about a great storm. Make three of these sentences interrogative as well as exclamatory, and three declarative.

Clear Enunciation

I. Be careful to pronounce the word *our* correctly. It rhymes with the word *sour*. Say, "This is *our* school" (not "are school").

Repeat the following sentences, speaking each word very distinctly :

1. Has *our* mail come yet?
2. *Our* gloves *are* lost.
3. *Our* soldiers *are* brave.
4. *Are* you coming to *our* house?
5. Where *are* *our* books?
6. *Our* books *are* in *our* desks.

Sentence Recognition

Read the story below to yourself, making a decided pause at the end of every sentence. Then write the story, punctuating it properly.

Ask your teacher to write on the board "Sentence Recognition — 100%" and to let all who have perfect papers write their names in a column underneath this heading.

A CLEVER BOY

In a certain small New England town nearly two hundred years ago there lived a clever boy he was a good

all-round athlete and the best swimmer among the boys of his town one day when he went to swim he took a large kite along he lay flat upon his back on the water with the kite string in his hand when the kite sailed along up in the air it drew him over the surface of the water don't you think he was a bright boy his name was Benjamin Franklin

TRIAL TESTS

These trial tests will prepare you for the final tests which follow. Study your mistakes carefully so that you will not make them again.

I. Punctuation. Explain the use of each capital letter and punctuation mark in the following sentences. If in doubt, refer to the rules on pages 66-69.

1. Have you read "Tom Brown's School Days"?
2. Captain Lawrence said, "Don't give up the ship!"
3. The horses' hoofs rattled on the pavement.
4. I bought two pencils, a ruler, and a blank book for forty cents.
5. "I shall try," said the New Year, "to leave men better than I find them."
6. Be not false, unkind, or cruel.
7. Lewis Carroll's "Alice in Wonderland" is one of my favorite stories.
8. "Bertha," said Mr. Young, "please tell us what you saw at the museum."
9. Commodore R. E. Peary reached the North Pole on April 6, 1909.
10. Yes, I'll be ready in a few minutes.

II. Possessives. Write the following sentences, inserting apostrophes in the proper places to show possession :

1. Where did you find the birds nests?
2. To-morrow there will be a sale of womens gloves.
3. Doesn't Louiss brother go to school?
4. Only the candidates names appeared on the ticket.
5. My mother rocked the babys cradle.

III. Kinds of Sentences. Write the following sentences, putting the proper punctuation mark at the end of each one :

1. Down from the tree jumped the boy
2. How black the clouds are in the west
3. What state produces the most iron ore
4. What a noise that automobile makes
5. I asked John where he was going

IV. Sentence Recognition. Copy the following paragraph, separating the sentences by the proper punctuation marks, and capitalizing where necessary :

Last Tuesday I went down to my father's office as he did not have enough clerks he asked me to help them I said that I would try all day long I addressed envelopes how my fingers ached Wednesday I did the same kind of work at night father gave me two dollars it was the first money I ever earned how proud I was I have been planning ever since what to do with the money.

FINAL TESTS

These final tests cover many of the important facts that have been taught thus far. They are similar in form to the trial tests that you have just taken. If you corrected your mistakes carefully in the trial tests, you ought to score one hundred per cent on these tests.

I. Punctuation. Explain the use of each capital letter and punctuation mark in the following sentences :

1. Our forefathers fought, bled, and died for liberty.
2. Joel Chandler Harris wrote "Brer Rabbit and the Tar Baby."
3. No, I won't do it again.
4. General Warren said, "Don't shoot until you see the whites of their eyes!"
5. Can you tell, Henry, what is the capital of Vermont?
6. I have a rabbit, a canary, and a dog at home.
7. "Do you know that a man's house is his castle?" asked Mrs. Ellis.
8. Captain R. Amundsen reached the South Pole on December 14, 1911.
9. "If it rains before seven," says an old proverb, "it will clear before eleven."
10. We found several Indians' arrows in the cave.

II. Possessives. Write the following sentences, inserting apostrophes in the proper places to show possession :

1. At St. Pauls church they have a boys choir.
2. Have you read any of Dickenss novels?
3. Our companions names were not printed in the paper.

4. The childrens shoes are worn out.
5. I had a jolly time at my friends party.

III. Kinds of Sentences. Write the following sentences, putting the proper punctuation mark at the end of each one :

1. How clean everything looks after the rain
2. What kind of music do you like best
3. What a generous man your uncle is
4. I asked him why he was in such a hurry
5. All day long the rain pattered on the roof

IV. Sentence Recognition. Copy the following paragraph, separating the sentences by the proper punctuation marks, and capitalizing where necessary :

On Christmas morning I got up bright and early I ran into the living room there I saw our Christmas tree how excited I was what do you think I saw on it hanging from a branch was a wonderful doll on another branch I found a pretty pearl necklace and I ran off to show it to my sister she said it was the prettiest one she had ever seen



CHAPTER SIX

DIFFERENT KINDS OF STORY-TELLING

Original Fables

As you already know, a fable is a story told for the purpose of teaching some valuable lesson. As it usually teaches this lesson in an interesting way, the fable has always been a popular form of story-telling. In some of your school readers you may find fables that have come down to us from the time of the Greeks and the Romans, and others that were told ages ago in India and Arabia.

The fable below is by the Greek writer Æsop. Read this story and tell what lesson it teaches :

DOLLY THE MILKMAID

As Dolly had worked faithfully for a long time, her mistress said to her one morning, "Dolly, you may have a holiday to-day, and here is a pail of fresh milk for you."

"May I sell the milk?" asked Dolly.

"It is your own. You may do as you like with it," answered her mistress. So Dolly, with the pail of milk on her head, went tripping down the road to the village. How happy she was, and what bright visions filled her mind! She would sell the milk, buy as many eggs as she could with the money, borrow a hen to sit on the eggs, raise chickens, and sell them at the fair for a goodly sum. "Then," thought Dolly, "I can buy myself a new jacket and a hat and bright ribbons. How fine I shall look!" and she tossed her head with vanity. Down came the pail, the milk was spilled, and poor Dolly was no better off than before.



ÆSOP

Think of other stories that might be told to teach this same lesson. A few suggestions are given below; try to think of others. As good suggestions are made, write them on the board. Work up the one you like best and tell it, imitating the way "Dolly the Milkmaid" is told. You may tell the fable either orally or in writing.

1. A boy going off with his fishing pole
2. A farmer looking at his cherry trees in bloom
3. A girl picking berries
4. A hunter seeing a rabbit
5. A cat watching a bird

If you decide to tell your fable orally, think it all through beforehand so that you can tell it without hesitating when you stand before the class. Remember to stand straight, to look directly at your audience, and to speak clearly and distinctly.

Correct Use of *Let* and *Leave*

Notice how the words *let* and *leave* are used below :

1. *Let* the class decide which are the best.
2. *Leave* your books in your desks.
3. I cannot *leave* my work.

In the first sentence *let* means *permit* or *allow*.

In the second sentence "*leave* your books" means "*let* your books *stay* or *remain*."

In the third sentence *leave* means *go away from*.

Never say "Leave the class decide" or "Leave me go" for "*Let* the class decide" or "*Let* me go." Remember that *leave* carries with it the idea either of *letting remain* or of *going away from*.

ORAL AND WRITTEN EXERCISES

I. Prove by the definitions above that *let* and *leave* are used correctly in each of the following sentences :

1. Will your mother *let* you go to the circus?
2. Please *let* me take your pencil.
3. *Leave* the room.
4. *Let* him go.
5. Do not *leave* your playthings on the floor.
6. Our teacher *lets* us play in the yard before school.

II. Let each pupil, in turn, give a sentence in which *let* is correctly used. Then write three sentences using *let* correctly, and three using *leave* correctly.

Correct Use of Words

Read the following sentences aloud, pronouncing the words in italics very distinctly. Be careful never to say "hern," "ourn," "yourn," "hisn," "theirn."

1. Dolly said that the eggs were *hers*.
2. The house on the corner is *ours*.
3. Is this pencil *yours* or mine?
4. It is neither *yours* nor mine. It is *his*.
5. The books on the table are *theirs*.

Write sentences of your own, using correctly the words *his*, *hers*, *ours*, *yours*, and *theirs*.

More Original Fables

Read the fable of "The Two Buckets" carefully. Talk it over and decide what lesson it is intended to teach.

THE TWO BUCKETS

"How dismal you look!" said a bucket to his companion as they were going to the well.

"Yes," replied the other, "and with good reason. I was reflecting on the uselessness of our being filled; for let us go away ever so full, we always come back empty."

"Dear me! how strange to look at it that way!" said the first bucket. "Now, I enjoy the thought that however empty we come, we always go away full."

Using this fable as a model, write either one of the fables suggested below or some other one of a similar kind that you may think of yourself. Use both exclamatory and declarative sentences in your fable. Be sure to indent each paragraph.

I. *The Trees*

- a. Two trees
- b. They lose their leaves in the autumn
- c. They get new leaves in the spring

II. *The Coasters*

- a. Two boys
- b. It is fun going downhill
- c. It is hard work climbing up

As the different fables are read aloud, discuss them, noticing the good points of each and making suggestions where you see a chance for improvement.

Make a contest of this exercise, each pupil trying to think of the cleverest possible story to illustrate the truth that there is a bright side to everything.

Copy neatly the six or eight best fables, make an appropriate cover for the booklet, and give it to the principal of your school as a sample of the kind of composition work you are now doing.

Personal Experiences

Here is the story of a personal experience that the poet Whittier had when he was a young boy. Read it; perhaps it will make you think of some similar experience of your own.

MY FIRST FISHING EXCURSION

I have been happy many times in my life, but never more so than when I received my first fishing pole from my uncle's hand and trudged off with him through the



woods and meadows. My uncle, who knew where the best haunts of the pickerel were, placed me at a good point, and I threw out my line and waited anxiously for a bite. Suddenly the bait sank out of sight. "Now for it," thought I. "Here is a fish at last." I gave a strong pull and brought up—a tangle of weeds! Again and again I cast my line and drew it back empty.

Finally something tugged at my hook and swept off with it into deep water. Jerking it up, I saw a fine pickerel wriggling in the sun. "Uncle," I cried, "I've got a fish!" "Not yet," said my uncle, and as he spoke there was a splash, and I caught the gleam of a scared fish shooting off through the water. My line hung empty. I had lost my prize.

Overcome by my great disappointment, I sat down on a log and for a long time refused to be comforted. Finally, however, my uncle rebaited my hook, put the pole in my hands, and encouraged me to try my luck

once more. "But remember, boy," he said with his shrewd smile, "never brag of your fish until you have him on dry land."

JOHN G. WHITTIER (*Adapted*)¹

PLAN OF THE STORY

Into how many paragraphs is "My First Fishing Excursion" divided?

Notice that the first paragraph mentions the **characters**, *the boy and his uncle*; gives the **time** of the incident, *when the boy went on his first fishing trip*; and names the **place**, *the fishing pool*. It tells also what the characters were doing. In other words, it prepares us for the main facts of the story by introducing the people concerned and by giving such facts as help us to a clearer understanding of what follows. This part of the story is called the **introduction**.

The second paragraph contains the **main incident** of the story, *the catching and the losing of the fish*. Give the details of this incident in the order in which they occurred. This main part of the story, which may consist of one or of several incidents, is called the **body** of the story.

The third paragraph tells how the boy took his disappointment and repeats the uncle's advice. This part of the story is called the **conclusion**.

The outline on page 83 shows the plan of the story very clearly.

¹Used by permission of, and by special arrangement with, Houghton Mifflin Company, the authorized publishers of Whittier's works.

I. Introduction

- a.* Characters
- b.* Time
- c.* Place

II. Body

- a.* The catching and the losing of the fish

III. Conclusion

- a.* Boy's disappointment
- b.* Uncle's advice

Stories often have these three parts, the **introduction**, the **body**, and the **conclusion**. Sometimes, as in "My First Fishing Excursion," each part consists of a single paragraph; but any one or all of the parts may contain several paragraphs. While this plan of telling a story in three parts is very common, some stories omit the introduction and "plunge right into" the main incident, while others, especially short anecdotes, frequently omit the conclusion.

WRITTEN EXERCISE

Plan a story of your own, describing your first fishing trip or your first swimming, or skating, or nutting expedition, or any other similar experience. Think out the main points of your story first and then make an outline, following the suggestions for the introduction, the body, and the conclusion as closely as your story will allow.

Begin very much as the story by Whittier begins :

I have had many good times, but never a better one ——

Or,

I have been frightened more than once, but the worst ——

Or,

I have had many pleasant surprises, but none greater
——

Then see if you can give as clear a picture of the scene of your experience as the author does when he describes the little boy trudging off with his uncle through the meadows to the haunts of the pickerel.

Try also to bring in a surprise as the author does. “ I gave a strong pull and brought up — a tangle of weeds ! ”

Tell the main incident of your story in as interesting a way as you can. By introducing the exact words of the speaker, as, “ Uncle, I’ve got a fish,” you can often make the story more real and lifelike.

Before you begin to write, read again very carefully the *Standards for Arrangement of Written Compositions* on page 28. Try to keep your composition up to these standards.

Correct Use of *Sit*, *Sat*, and *Set*

Find the word *sat* in the third paragraph of “ My First Fishing Excursion,” and read the sentence in which it occurs.

Sit and *sat* are two forms of the same word, and mean *take* (or *have*) *a seat* and *took* (or *had*) *a seat*.

Set is an entirely different word, and means *put in place*.

Sit and *set* are often confused. Study their use in the following exercises and try to use them correctly in speaking.

In the story of “My First Fishing Excursion” the boy took a seat on a log, so the word *sat* was used.

If we wish to direct a man to put a trunk in the hall, we say, "*Set the trunk in the hall.*"

ORAL AND WRITTEN EXERCISES

I. Explain the use of *sit*, *sat*, and *set* in the following sentences :

1. A fair little girl sat under a tree,
Sewing as long as her eyes could see.
LORD HOUGHTON
2. Close by the jolly fire I sit
To warm my frozen bones a bit.
ROBERT LOUIS STEVENSON
3. Nail to the mast her holy flag;
Set every threadbare sail.
OLIVER WENDELL HOLMES
4. Under the toadstool, sound asleep,
Sat a big dormouse all in a heap.
OLIVER HERFORD
5. At evening when the lamp is lit,
Around the fire my parents sit;
They sit at home and talk and sing,
And do not play at anything.
ROBERT LOUIS STEVENSON

II. Read the sentences below and fill in the blanks with the correct form of *sit* or *set*:

1. I must —— the table for dinner.
2. After dinner we all —— about the table and talk.
3. It is pleasant to —— on the piazza in the evening.
4. Last night we —— there two hours, telling stories.
5. Yesterday we —— out some new trees in the orchard.
6. My little brother —— all his toy animals in a row and played circus. I —— and watched him.

III. Write three sentences in which you use *sit* correctly, three in which you use *sat*, and three in which you use *set*.

Personal Experience — Original Story

The story on page 81 is about a boy who went fishing. This one is to be about a boy who didn't go fishing. Study the frontispiece of this book carefully and tell this boy's story. Tell why he stayed behind and worked while his playmates went off for a good time. Did he chop the wood because he felt that it was his duty to do so, or was he forced to chop it as a punishment for something he had done? Perhaps he had quarreled with the boys and they wouldn't let him go along. Finish the story by telling how he spent the day and how the three other boys spent it. You may write the story either as if you *knew* the boy or as if you *were* the boy. Make up a good title for your story. When the stories have been read aloud, talk them over and decide which fits the picture best.

Plan this story as "My First Fishing Excursion" was planned.

I. Introduction

- a. Characters — the boy, his friends, perhaps his parents
- b. Time
- c. Place

II. Body

- a. What had happened to keep the boy chopping wood instead of going fishing

III. Conclusion

- a. How the boy felt, how he spent the day, and how the other boys spent it

When you have written your story, look it over carefully to see that you have made no mistakes in spelling or in punctuation. Read your composition aloud to yourself, if possible, to see whether you have placed the proper punctuation mark at the end of every sentence.

These stories should be very entertaining, so when you read them to one another, remember to stand well, to read distinctly, and to look up occasionally from your paper to your audience.

Correct Use of Words

write

wrote

written

Notice the words *write* and *written* used in the lesson above. What word is used just before *written*?

Write, *wrote*, and *written* are different forms of the same word. These forms are often called the **principal parts** of the word.

Write is used in speaking of present time.

Wrote is used in speaking of past time.

Written is used with *have*, *has*, *had*, *was*, and *were* in speaking of past time.

I. Say rapidly :

I have written

She has written

You have written

It was written

He has written

They were written

II. Use the same forms with *gone* and with *thrown* in place of *written*. Sometimes children use "of" when they should use *have*. You should say :

You could *have* written the letter.

(not "You could 'of' written it")

He might *have* thrown the ball.

(not "He might 'of' thrown it")

We should *have* studied our lessons.

(not "We should 'of' studied them")

I would *have* gone if I could.

(not "I would 'of' gone if I could")

The Principal Parts of Some Troublesome Words

Read the principal parts of the following words very carefully. You will find it helpful to read them many times :

PRESENT TIME	PAST TIME	PAST TIME, WITH <i>have, has, had, was, were</i>
1. see	saw	seen
2. do	did	done
3. go	went	gone
4. begin	began	begun
5. come	came	come
6. run	ran	run
7. sing	sang	sung
8. ring	rang	rung
9. drink	drank	drunk
10. write	wrote	written
11. give	gave	given
12. break	broke	broken

ORAL EXERCISE

Let one pupil begin by saying *I see* — (naming anything he does see). The next one should follow rapidly with *I saw a* — *yesterday*; the third one with *I have seen many* —. The fourth pupil should say, for instance, *I do much work every day*, and so on until all the principal parts of the words have been given two or three times.

Make this a rapid exercise and come back to it frequently.

A Story to Dramatize

Some stories are made more interesting when told in dialogue form and by means of gesture and acting. On pages 90-93 is a story of this kind. Read it and prepare to dramatize it.

THE TWELVE MONTHS

SCENE I

Once upon a time there lived in a little cottage on the edge of a great forest a mother and her two daughters. One of these daughters was the mother's own child, Katinka, a vain, idle, selfish girl. The other was a little stepchild, Dabrunka, who was as good as she was beautiful.

Now Katinka and her mother were very unkind to Dabrunka. They made her do all the hard work of the household. She had to milk the cow and churn, spin and weave, scrub the floor, and cook. Yet never a word of thanks did they give her. They always found fault with her and often gave her cruel blows.

One day in midwinter Katinka said, "Go into the woods, Dabrunka, and get some violets for me."

"Violets!" answered Dabrunka. "Why, it is winter. Violets do not grow in the snow."

"Hold your tongue and do as you are bid," stormed Katinka. "If you dare to come back without the violets, you shall have a beating."

SCENE II

Poor Dabrunka went into the woods. It was bitterly cold and the snow was falling fast. She stumbled on and on until suddenly she came to a great blazing fire built in the mouth of a cave. Around the fire were twelve stones, and on each stone sat a motionless figure wrapped in a great mantle. Three of these mantles were white as snow; three green as the leaves in

spring; three were yellow as harvest wheat; and three purple as grapes at the vintage.

Dabrunka approached the group and said pleadingly: "Pray, kind sirs, may I warm myself at your fire? I am lost and hungry and almost frozen."

The eldest of the men, one of those clad in white, arose and drew the child toward the bright fire. "I am January," said he, "and these are my brother months. You are most welcome to warm yourself at our fire, dear child. But who are you, and why do you wander in the forest in this bitter weather?" Dabrunka told him why.

"Brothers," said January, "this child has been set a task which she cannot perform unaided. Which of you will come to her assistance?"

March arose and stirred the fire. The blustering winds grew gentle, the snow melted, and violets sprang up, filling the air with their fragrance. "Quickly, child," said March, "gather the violets while you may." And Dabrunka, with her hands full of the beautiful flowers, thanked the months and ran swiftly away.

SCENE III

Dabrunka gave Katinka the violets. Katinka asked her where she had found them, and, scarcely listening to her reply, arranged them in her hair. Then Katinka sent Dabrunka into the woods for strawberries.

SCENE IV

Dabrunka went to the months and told her story. This time June helped her. He shook out his yellow

mantle, stirred the fire, and brought sunshine and summer. The ground was dotted with berries. Dabrunka gathered them and returned home.

Outline two more scenes, in one of which Katinka follows Dabrunka into the cave for apples, but in return for her rudeness is sent wandering in the forest, from which she never returns. In the last scene the stepmother follows Katinka and also disappears, after which Dabrunka lives happily in the little cottage.

Dramatize the story. Divide the class into six groups and let each group plan one scene.

Several of the facts stated in the first two paragraphs of "The Twelve Months" are necessary to the understanding of the story. Perhaps Dabrunka can most naturally give them. She might be working about the house, dreading the return of her stepmother and sister, and in thinking out loud, or talking to herself, might give the needed information; as,

"O dear, my work isn't nearly done, and if my stepmother and sister come home before I have finished, they will scold me. I shouldn't mind the hard work if only they were kind to me."

Then the stepmother and sister come in, and Katinka sends Dabrunka for the violets. The conversation in Scene I gives all other necessary information.

In the remaining scenes it will be necessary for you to write the conversation. By studying the outline of each scene carefully and by using the conversation of the first scene as a model, you will not find this difficult.

It will add very much to the last scene if you arrange to have the months come one after the other to Dabrunka's door with their gifts. For instance, March might come, make a little speech, and present her with a bunch of violets; April might follow and say that he would come each year and scatter sunshine and showers upon her fields; May might agree to bring nesting birds and soft, gentle breezes. Plan something appropriate for each of the other months to bring.

Notice how the beginning of Scene I is arranged below, and use it as a model. Do this planning all together, each pupil who can do so making a suggestion. Take for each month the best suggestion made.

SCENE I

(DABRUNKA *working about the house*)

Dabrunka. O dear! My work isn't nearly done, and if my mother and sister come home before I have finished, they will scold me and beat me. I shouldn't mind the hard work if only they were kind to me.

(*Enter STEPMOTHER and KATINKA*)

Stepmother. There you are idling away your time again, you lazy girl! You are the trial of my life!

Dabrunka. Truly, mother, I haven't been idle. I've washed the dishes, and milked the cow, and —

Katinka. Oh, don't tell us any more things that you have done! If you've washed the dishes, and milked the cow, you can now go out into the woods and get some violets for me to wear in my hair.

Courteous Order of Words

You have learned that in speaking of yourself and some one else, it is a rule of courtesy that you mention yourself last ; as, *Joan and I* are the same age.

There is another rule of courtesy almost as important as mentioning yourself last. Notice the following sentences carefully :

1. Will *you and Tom* come with me? (not "Tom and you")

2. I wish *you and your sister* were going. (not "your sister and you")

In speaking to some one about himself and another person, mention first the person spoken to (called *you*).

ORAL EXERCISE

Read the following sentences and explain the order of the italicized words :

1. Mother, may *Jack and I* go fishing?

2. Uncle Jim took *my cousin and me* for a ride.

3. *Alice, Marion, and I* belong to a club.

4. *You and I* have never had a quarrel.

5. I wish that *you and Dan and I* could sit near together.

6. I am going to invite *you and Joan and Edith* to lunch on my birthday.

7. Aunt Edith, when are *you and Peggy* coming to visit us?

8. Howard, here's a new game for *you and me*.



CHAPTER SEVEN

HOW TO APPRECIATE GOOD LITERATURE

A Poem for Study

In an earlier chapter you studied a poem by Felicia Hemans that commemorates a great event in American history. Below is a poem by an English author that commemorates a famous event in English history. In this poem Tennyson describes an incident of the Crimean War in which his country and Russia were on opposing sides. The Russians, with a strong force, were in charge of a battery which the English wished to take. Through some mistake an order came for the Light Brigade to charge this battery. Although the commander and the soldiers knew what the result of attacking so great a force with their small numbers would be, not a man hesitated.

THE CHARGE OF THE LIGHT BRIGADE

Half a league, half a league,
Half a league onward,
All in the valley of Death
Rode the six hundred.
“Forward, the Light Brigade!
Charge for the guns!” he said:
Into the valley of Death
Rode the six hundred.

“ Forward, the Light Brigade ! ”
Was there a man dismay'd?
Not tho' the soldier knew
Some one had blunder'd :
Theirs not to make reply,
Theirs not to reason why,
Theirs but to do and die :
Into the valley of Death
Rode the six hundred.

Cannon to right of them,
Cannon to left of them,
Cannon in front of them
Volley'd and thunder'd ;
Storm'd at with shot and shell,
Boldly they rode and well :
Into the jaws of Death,
Into the mouth of Hell
Rode the six hundred.

Flash'd all their sabers bare,
Flash'd as they turn'd in air
Sabering the gunners there,
Charging an army, while
All the world wonder'd :
Plunged in the battery-smoke
Right thro' the line they broke ;
Cossack and Russian
Reel'd from the saber-stroke
Shatter'd and sunder'd.
Then they rode back, but not —
Not the six hundred.

Cannon to right of them,
Cannon to left of them,
Cannon behind them
 Volley'd and thunder'd;
Storm'd at with shot and shell,
While horse and hero fell,
They that had fought so well
Came thro' the jaws of Death,
Back from the mouth of Hell,
All that was left of them,
 Left of six hundred.

When can their glory fade?
O the wild charge they made!
 All the world wonder'd.
Honor the charge they made!
Honor the Light Brigade,
 Noble six hundred.

ALFRED TENNYSON

Why should the soldiers, when they knew the order was a mistake, make the attack? What does Tennyson think about it? Read the lines that tell you. Which two stanzas describe the charge itself?

In reading the fourth stanza, be sure that you understand the situation. Who broke through the line? Through what line did they break? Make a very decided pause at the end of the seventh line, and remember that the next three lines belong together in one sentence — *Cossack and Russian reeled from the saber-stroke shattered and sundered*. Notice, too, that

the author speaks of the Russian force as an army in contrast to the little English brigade. What is the force of the line, *Not the six hundred?*

How does the scene pictured in the fifth stanza differ from that in the third? Which stanza of the poem do you like best?

How to Memorize

This is one of the most famous poems in the English language and is well worth learning by heart. If you have studied it carefully and have in mind the picture that each stanza presents, you will have little trouble in doing this. It is a good idea to write on the black-board or on a slip of paper the leading thought of each stanza; as,

OUTLINE

1st stanza tells:

How they were ordered to advance.

2d stanza tells:

How the men felt.

3d stanza tells:

What they encountered.

4th stanza tells:

How they made the charge.

5th stanza tells:

The result of the battle.

6th stanza tells:

The honor in which they were held.

If, with this outline before you, you repeat the poem aloud a few times, at first with your teacher and class-

mates, and later alone, you will find that you can memorize it very easily.

Word Study

I. Use in sentences of your own the following words selected from "The Charge of the Light Brigade":

dismayed	boldly	shattered
plunged	flashed	sundered
blundered	reeled	hero

II. Rewrite your sentences, expressing the same thoughts in a different way and without using the words of the list.

For example, if your first sentence is "I was dismayed to see a little child standing right in the path of the runaway horse," you might express the same idea by saying, "I was terribly frightened to see a little child standing right in the track of the runaway horse," or, "I was terrified to see a little child standing just in the way of the runaway horse."

A Character Sketch

The sketch below is taken from one of the best dog stories ever written, "Bob, Son of Battle." You will want to read the whole story when you grow older.

BOB

Bob was a sheep dog of the finest breed. His long coat of a rare dark gray was dashed here and there with lighter touches. On his chest was a shield of

purest white, and the top of his head was showered with snow. He was compact, lithe, graceful. As he stood slowly waving his silvery brush and looking into my face with his grave, sad eyes, I thought him the most beautiful dog that I had ever seen.



Bob was only a puppy when I first became acquainted with him, and, in spite of his eyes, was as full of mischief as any other healthy young dog. After he had gravely escorted the children to school in the morning, it was his delight to creep stealthily into the barnyard, tease the old gray gander till that worthy bird all but expired of apoplexy, run the calf round and round in dizzy circles, and rouse the bitter wrath of the portly mother of the family of pigs.

But at the call of his master, Bob dropped his fun and became the sheep dog, alert and watchful, patient and resolute, driving and penning his charges, coaxing them to do as he wished with a skill that won him fame through all the hill country.

ALFRED OLLIVANT (*Adapted*)¹

Where are sheep dogs used? What work do they do? What do you think was Bob's most striking feature? What else was there in his appearance to make him an unusually beautiful dog? Notice the word *showered*; why would *covered* not be so good? What does *lithe* mean? Have you ever seen in a dog's eyes the grave,

¹ From "Bob, Son of Battle." Used by permission of Doubleday, Page and Company.

sad look of which the author speaks? Describe Bob's appearance in your own words.

What different traits of Bob's character do the second and third paragraphs show? What traits of a good sheep dog are mentioned in the story? Why must he be patient? Why must he be resolute? Under what circumstances will he need courage? How did Bob show that he had great intelligence?

The story of Bob is so well told that after reading it you have before you a very clear picture of the beautiful dog. You know how he looked and what kind of dog he was. Do you think that the author was fond of the dog?

ORAL COMPOSITION

Tell in the same way about some dog that you know. Try to give as clear a picture of the dog as the author of "Bob" gave. First describe the dog's appearance, telling about his size, color, shape, eyes, hair, tail, expression, and anything else that will help to show just how he looks. Next tell of some of the amusing things he does, how he frolics and plays. Finally speak of his leading characteristics, telling whether he is brave or cowardly, good-natured or cross, trustful or suspicious.

A little later you are going to be asked to write your dog story, but before you do that study carefully the following lessons on *Standards for Judging Compositions* and *Judging Compositions by Standards*.

Standards for Judging Compositions

When you hear your classmates read the stories that they have written, you may say of one, "That is good. I like it." Of another you may say, "That isn't very good. I don't care much for it." If any one asked you why you liked one and not the other, you would find it hard to explain.

Let us try to see what makes a story good. This is important for you not only in criticizing the stories of others, but first and foremost in helping you to judge your own work.

1. *The story must be interesting and lifelike.*
2. *Events must be told in an orderly way.* Tell first the things that happened first, then those that happened second, and so on. Stick to a point until you are through with it; do not begin a subject, jump to another, and then go back to the first.
3. *The sentences must be clear-cut — not run into one another.*
4. *The choice of words must be good.* Do not, for instance, use *done* when you should use *did*. Do not repeat the same word again and again when you might use a synonym.
5. *The paragraphing must be good.* A new paragraph must be begun with each change of topic.
6. *Capitalization, punctuation, and spelling must be good.*

Judging Compositions by Standards

The three compositions that follow were written by boys and girls of your age. Try to find out, by using the standards on page 102, what is good and what is poor in each one.

I

A REAL FRIEND

A beautiful little collie pup is a friend worth having. I got one when he was six weeks old. He used to topple over every time he walked but he soon got over this stage. He was fat and clumsy. He had a lot of accidents, in one he fell through the cellar window, a ten-foot drop, and broke his leg. This soon healed and he became as lively as ever. He lived a short life, however, for when he was but five months old he was run over by an automobile and died soon after.

1. Is this story interesting? Is it so lifelike that you feel as if you had actually seen the little puppy?

2. Is the order of events good? Show that this is the case.

3. Look at the sentences critically. There is a place where the writer did not realize that he had finished one thought and begun another. *He had a lot of accidents* is one thought. The description of one accident is another thought. Where should the period and the capital come?

4. Select two or three words that are very well chosen. The word *got* is used twice close together.

Try using *outgrew* for *got over* and see whether that improves matters. Also use *many* instead of *a lot of*.

5. The paragraphing of the story is not good. The first four sentences describe the puppy and should form the first paragraph. The writer then changes his topic to *accidents*, so he should begin a new paragraph with the fifth sentence. He again changes his topic; where should the third paragraph begin?

6. With the exception of the period and the capital referred to in 3 (page 103), the capitalization, punctuation, and spelling are good.

On the whole, what do you think of this story?

II

PUCK

Puck is light brown with shading of dark brown. His ears are long and silky. He has a long body with little white spots on his breast and bow legs.

Puck is very gentle and playful, and I am ashamed to say, greedy. He has never been known to refuse food and has even gone so far as to steal it. If we go out for the day and leave the closet door open, we are sure to find on our return, different kinds of shoes heaped in the center of the hall. He sits on his hind legs whenever he sees food. This he taught himself. No one else can teach him anything for he is as obstinate as a mule.

Puck is not perfect but we all love him and consider him a very important member of the Harvey family.

Read the composition "Puck" and see how it measures up to Standard 1. There is one mistake in the orderly

telling of the story. The writer is telling about one thing but jumps to another and then goes back to the first. See if you can find the sentence that is out of place.

Apply Standards 3, 4, 5, and 6 to the story of Puck. Talk over each point with your teacher and with one another.

How do you like this second dog story?

III

BERIF

Berif is a chow. He has such thick bushy red hair it makes him look like a lion. He is very strong and pulls me along on my roller skates. In winter he pulls my sled up hill for me and sometimes pulls me too. When I come home from school he carries my books upstairs.

Once he cost me the loss of a bicycle. On returning from the station one evening when I was a short distance from the house a dark object crossed my path with a "Ki-yi-yi" which made me jam on my brakes. When I came to I was tangled in my bicycle and beside me was the cause of my accident — Berif.

Measure "Berif" by each one of the standards. Make this a general class exercise, discussing every point with your teacher and with one another.

Do you like the word *pulls* used three times in the first paragraph? If not, how would you reword the third and fourth sentences?

Take a vote as to the best of these three stories.

Original Written Composition

Write your dog story suggested on page 101. If any of the stories you have read have suggested ways of improving your own, make such improvements as you write. For example, is your opening sentence as interesting as the best beginning in the stories on pages 103-105? Use the dog's name for a title, and arrange your work in three paragraphs, according to the following outline:

- I. The dog's appearance.
 - a. Kind, size, color of hair, tail, expression, and any other details that are necessary to give a clear picture.
- II. His behavior.
 - a. Pleasing ways, queer habits, tricks that have been taught him; how he usually behaves toward strangers.
- III. His characteristics.
 - a. What he especially likes or dislikes, and whether he is gentle or fierce, brave or cowardly, trustworthy or unreliable.

Criticize your own compositions and those of your classmates by the standards on page 102.

Sentence Study

Notice the sentences in "Bob," pages 99-100. The first and fourth are short, each containing but a few words. If the whole description were written in such

short sentences, it would sound so queer and " choppy " that you would not enjoy reading it.

The author has, therefore, made many of his sentences longer, in some cases by combining several thoughts. What two thoughts are combined in the third sentence? What word connects them? What two thoughts are combined in the fifth sentence? The word *as* which stands at the beginning of this sentence really connects the two thoughts. Read the sentence, dropping the *as* and connecting the two thoughts with *and*. You see that *as* is a better connecting word in this sentence than *and* would be.

Practice in Improving Sentences

Selections 1, 2, 3, and 4, which follow, are expressed in short, choppy sentences. Rewrite them, combining the thoughts in such a way that they will read smoothly. Do not use *and* too freely in this work. *As, because, but, where, when, that, who, whose, and which* often make good connecting words.

1. I dropped my watch this morning. I broke the main-spring. I was running for the car. Mother gave me the watch. She gave it to me for my birthday. My birthday came last week.

2. A bear cub was found the other day. A hunter found it. The hunter's name is Dick Bennett. It was a very young cub. The cub was in a cave. The cave was on the side of a mountain. The poor cub was almost starved to death.

3. A little girl was nearly drowned yesterday. She is five years old. Her name is Annie Barnes. She is the daughter of Mr. John A. Barnes. Mr. Barnes is one of our leading citizens. Annie was playing on the beach. The undertow is strong there.

4. Mother called me. I knew it was time to get up. It was a cold morning. The bed felt very comfortable. I turned over for just one minute more. I fell sound asleep again.

In doing this work you need not begin with the first sentence, nor need you use all the words of each sentence. Get the various thoughts clearly in mind, and state them in any way that seems smoothest and best to you. It is a good idea to do what the author of "Bob" did: express some of the thoughts in short, simple sentences, and combine others in longer sentences.

For instance, the thoughts of the first selection might be expressed as shown below :

This morning as I was running for the car I dropped my watch and broke the mainspring. It was a new watch. Mother gave it to me only last week for a birthday present.

When you have finished, read your paragraphs aloud and discuss them, deciding which ones are especially well expressed.

Original Story

Expand the group of sentences numbered 4 near the top of this page into a story, making it as real as pos-

sible; or, if you prefer, take one of the other groups. As you work, keep the standards in mind.

You might begin,

“Come, Tom, it’s time to get up,” called Mother. “Yes, I’m coming,” I answered sleepily.

Then tell how hurriedly you were obliged to eat your breakfast; what difficulty you had in finding your books; how you dropped them in the mud as you ran to school; what your teacher said, as you came in late, and how you felt.

In writing your story, combine some of your thoughts into rather long sentences as you did in the exercise on page 107, and make some of your sentences very short. Variety of this kind helps to make a story interesting.

Additional Composition Subjects

There are many other good animal stories to write besides those about dogs. The subjects suggested here are for the boys and girls who have extra time on their hands or who are especially interested in animals.

Most children have pets, and stories of pets are almost sure to be interesting. You might use one of these titles:

A Wise Monkey	My Mischievous Tabby
An Intelligent Parrot	An Experience with Squirrels
The Adventures of a Turtle	In a Glass Palace (gold fish)
In a Fox’s Den	A Wild Animal I Have Known

Word Study

*drown**drowning**drowned*

In the first sentence on page 108, the word *drowned* occurs. This word is often misspelled and even more often mispronounced. We should say:

Do not let the kitten *drown*. (not "drownd")

The man is *drowning*. (not "drownding")

The child was nearly *drowned*. (not "drownded")

Do not put in an extra *d* either in spelling or in pronouncing the different forms of the word *drown*.

Say the sentences below over and over, pronouncing *drown*, *drowning*, and *drowned* very distinctly:

If no help comes he will drown.

Help! help! he is drowning.

He was almost drowned when help came.

Repeat the sentences above, substituting for *he* the words *she*, *the man*, *the woman*, *the boy*, *the girl*, *the child*.

Word Pictures

In studying the description of the schoolroom by Dickens on page 26, you learned that fine descriptions are good literature as truly as poems and stories are. In fact, description is a form of writing that is used a great deal in literature.

Read carefully the description below:

A STORMY NIGHT

The murky gray twilight had given way to the blackness of night. Not a star glimmered in the heav-

ens. The moon hid behind a dense cloud. The street lamps flickered and cast weird shadows here and there. The wind howled and the branches of the swaying trees creaked and groaned. The rain fell in torrents, beating upon the roof and against the rattling window panes. We sat in the old farmhouse kitchen with the curtains drawn and the lamps lighted, safe and warm and dry, while the storm raged outside.

The writer of the description above pictured to himself just what happened on a stormy night and put this picture into words. He did not use the expression, "It was a stormy night"; but he makes us realize the weather by telling us of the different things that he saw and heard and felt. Notice each thing that he mentions and see how it adds to the picture of the storm that he is trying to give.

Choice of Words

Notice the choice of words in the description above, "*murky gray twilight*," "not a star *glimmered*," "the street lamps *flickered*," "*weird shadows*." Every one of the italicized words is a word that makes us see the picture vividly. See what other well-chosen words you can find in the selection.

Expressive Words

I. In the sentences below, fill the blanks with expressive, vivid words:

1. It was a —— cold day. A —— wind was blowing and the snow actually —— us.

2. The terrified horse — madly on. People — at his approach, — to the right and to the left.

3. The girl — “Fire! fire!” People — in every direction. Soon an engine came — up. Its — was a welcome sound.

II. Suggest a number of words that might be used in speaking of :

1. The way a person calls; as, *screams, shouts*
2. The way a person walks; as, *plods*
3. The way a deer runs; as, *bounds*
4. The way an airplane moves; as, *glides*

III. All working together, select words from “Bob,” pages 99–100, that you think particularly well chosen. Talk over these words and try to decide why they are especially good as the author uses them.

Those who have time or who are especially interested may make a collection of good words or phrases wherever they can find them — in this book or in any other. Ask your teacher for time to write these words on the board and discuss them with the rest of the class.

Original Descriptions

Read again “A Stormy Night” on pages 110–111. Now write a description either of “Evening on the Farm” or of “Early Morning in the City.”

Before beginning the first description, imagine yourself on the farm in the evening. What is the farmer doing? What are his wife and children doing? Where are the cattle, the chickens, the dog?

For the second description, imagine yourself just awaking in the city. What noises there does one first hear? What does one see? What happens in one's home?

Try to use in your description vivid words that will make your pictures clear.

Read the descriptions aloud in class and decide by vote which have given the clearest and most interesting pictures.

A Talk about Books — A Class Project

Read at least one of the following books. Your teacher will set aside a language period in which you may report on it. Try to make your report so clear that the other children will know whether or not they would enjoy the book you are describing.

Anne of Green Gables — L. M. Montgomery

The Peterkin Papers — Lucretia P. Hale

Two Little Confederates — Thomas Nelson Page

The Birds' Christmas Carol — Kate Douglas Wiggin

Swiss Family Robinson — J. D. Wyss

Little Men — Louisa M. Alcott

Hans Brinker — Mary Mapes Dodge

Children of the Arctic — Mrs. J. D. Peary

The Hoosier School Boy — Edward Eggleston

Master Skylark — John Bennett

The Story of King Arthur and His Knights — Howard Pyle

Kak, The Copper Eskimo — Stefansson and Irwin

Hari, the Jungle Lad — D. G. Mukerji

Understood Betsy — Dorothy Canfield



CHAPTER EIGHT

HOW TO WRITE LETTERS

Friendly Letters

You have had a good many exercises in arranging the parts of a letter in such a way that the whole will be attractive in appearance. You have also had many suggestions for making your letters interesting. Test yourself in both of these particulars by writing to your teacher as interesting a letter as possible and by arranging it as well as you know how. Take for the subject of your letter "How I spent last Saturday."

In speaking of the things you did on Saturday, do not make a commonplace list. Your teacher knows that you got up, and dressed, and had breakfast. Tell her rather what you did in place of going to school. Did you spend the forenoon in helping your mother about the house or in doing errands for your father? If so, do not simply state the fact, but tell something

about it: what you did, how you did it, how you felt about it, and anything else that will help to make your account interesting. Next, tell in the same way what you did in the afternoon. Say enough about this also to make your teacher realize what sort of time you had.

When the letters are finished, read them aloud and select the two or three best ones. Hang these up in the room as examples of the most interesting letters the pupils of your room can write. Then display all the other letters on the blackboard ledge and select the two or three that are placed and arranged best. Hang these up also, as examples of the most attractive letters that your class can produce.

Correct Use of Words — *Most, Almost*

Suppose that in writing the letter to your teacher you wanted to tell her that you had nearly finished a piece of work. Which of the two words at the head of this lesson should you use? Should you say "I had most finished my work" or "I had *almost* finished my work"?

The dictionary will tell you that *almost* means *nearly* or *not quite*; *most* means *the greatest amount or degree*.

The two words are used correctly in the sentences below:

1. The warm sun tells us that spring is almost here.
2. Lazy people take the most trouble.

Which of the two words should you use in "I had —— finished my work"?

Be very careful in the use of these words. Never use *most* when you mean *almost*.

Read the following sentences, filling the blanks with *most* or *almost* :

1. The moon is —— full.
2. I have —— finished my work.
3. The berries are —— ripe.
4. —— trees lose their leaves in the fall.
5. It is —— twelve o'clock.
6. —— of our cold winds come from the north.
7. —— children like to coast downhill.
8. Is dinner —— ready?
9. He serves me —— who serves his country best.
10. The news is —— too good to be true.
11. —— of my lessons were —— finished when you called.

Making New Acquaintances by Letter

A teacher in a New York school once arranged to have her children exchange letters with a class in a school in Charleston, South Carolina. The children of the schools had, of course, never seen one another, but they had a great deal of fun in describing themselves, their cities, their schools, their homes, and their families to one another. They exchanged a number of letters and finally felt well acquainted.

Ask your teacher if she will plan to have you ex-

change letters with another class, either in some other part of your town or in another city.

Since not only you but your school will be judged by the kind of letters you write, you must not allow yourself to send any careless work. Make your letters look as well as you can, and make them as interesting and full of life as possible.

A Letter of Thanks

Make believe that some friend or relative has sent you a Christmas or birthday present of five dollars. Write a letter, thanking the sender and telling him what you are planning to do with the money.

Before you do this work, read again the two letters on pages 43 and 44. Which is the more courteous? Why? Which shows the more appreciation of the present? Why? Make your letter of thanks for the five dollars as appreciative and as courteous as possible.

Discuss the letters when they are read aloud and decide which the sender of the gift would like best to receive.

Business Letters

Boys and girls of your age often have occasion to write letters to some firm or business house either asking for information or ordering certain things. In writing letters of this kind you are addressing strangers and are writing on a matter of business. Your letters, therefore, will be quite different both in style and in arrangement from the friendly letters that you have written heretofore.

Notice the two following business letters very carefully and see how they differ from friendly letters :

450 Claremont Ave.
New York, N. Y.
Nov. 1, 1927

Eastern Stamp and Coin Company
133 West 59 Street
New York, N. Y.

Dear Sirs :

I should like a copy of your latest stamp and coin catalogue. If there is any charge, please let me know and I will send the money promptly.

Very truly yours,
George Clarke

Savanna, Illinois
Dec. 5, 1927

The Newton Press
156 Broadway
New York, N. Y.

Gentlemen :

Inclosed you will find a post-office money order for three dollars (\$3) for a year's subscription to "Children's Magazine," beginning with the January issue of the year 1928.

Yours truly,
Ruth Brown

You will see that not only is the address of the writer placed at the beginning of a business letter, but the name and the address of the person or firm written to is also added. Where are these placed? How does the salutation differ from that of the friendly letter? How does the complimentary ending differ?

The business letter differs from the friendly letter in style even more than in form. As you see from those above, the business letter is *brief*, and *clear*, and *direct*. It speaks of nothing that is not connected with the matter in hand. As it is written to a busy person, who probably has a great many letters to read and to answer every day, it should take no more of his time than necessary.

Though the business letter should be brief and to the point, it should always be courteous. Take time, therefore, to say *please* and *thank you* in your business letters, just as you would if you were writing to a friend.

How to Direct Envelopes of Business Letters

A business letter is often so important that it is necessary for the sender to know whether it has reached its destination or not. For this reason it is usual to place in small letters in the upper left-hand corner of the envelope the name and the address of the writer. When this is done, the post office returns the letter if for any reason it cannot be delivered.

People should write their names and addresses on

the envelopes of their friendly letters as well as on those of their business letters. On the envelope of the friendly letter the name and address of the sender may be written either in the upper left-hand corner of the front or across the flap on the back; but in the case of business letters it should always be in the former position.

Ruth Brown
Savanna, Ill.

The Newton Press
156 Broadway
New York
N. Y.

Writing Business Letters

1. You are planning to give your mother a year's subscription to the "Nature Magazine" as a Christmas present. Write to The Walbridge Company, 10 Tremont Street, Boston, Mass., ordering the magazine and giving them your mother's name and address. Inclose a post-office money order for \$1.50.

2. Write to the Charles Raleigh Company, Cleveland, Ohio, ordering the "Historical Monthly" for one year beginning with the January number. The price of the magazine is \$1.75 a year.

3. Write to the Modern Book Company, telling them that you are starting a little class library, and asking

them to send you a list of their books suitable for boys and girls of your age. Explain what kind of books you especially want. The address is 64 Union Square, New York, N. Y.

Place your letters in envelopes and direct them, writing your own name and address in small letters in the upper left-hand corner.

Formal and Informal Notes of Invitation

There is one kind of letter that you have not yet studied and that you will often have occasion to use — the note of invitation and its reply.

Such notes, like other letters, have certain forms that are so generally used that no one can afford to be ignorant of them. A note of invitation may be either formal or informal. Study the two notes given below very carefully. You will see that the informal note is very much like the friendly letter in form, but that the formal note differs from other letters in several important particulars.

FORMAL INVITATION

Miss Helen Crane requests the pleasure of Miss Mary Burt's company at a Halloween party on Friday, October thirty-first, from eight to eleven o'clock.

124 Elm Street

October twentieth

INFORMAL INVITATION

Dear Mary,

I am going to have a Halloween party on Friday evening, October thirty-first, from eight to eleven o'clock. I want you to be sure to come.

Lovingly yours,

Helen Crane

124 Elm Street
October twentieth

What is the principal difference between the formal and the informal invitation? Why has the formal invitation no signature at the end? Where is the date placed in each case?

Invitations and their replies are usually written on smaller paper than the usual letter size, or on correspondence cards.

Replies to Invitations

In writing the reply to an invitation, always follow the form used in the invitation itself. If the invitation is formal, the reply must be formal. If the invitation is informal, the reply must be informal.

The first and second of the following replies are in answer to the formal invitation; the third and fourth replies are in answer to the informal invitation.

(1)

Miss Mary Burt accepts with pleasure Miss Helen Crane's kind invitation to her Halloween party on Friday, October thirty-first, from eight to eleven o'clock.

175 Clinton Avenue
October twenty-second

(2)

Miss Mary Burt regrets that a previous engagement prevents her accepting Miss Helen Crane's kind invitation to her Halloween party on Friday, October thirty-first.

175 Clinton Avenue
October twenty-second

(3)

Dear Helen,

How good of you to ask me to your Halloween party! I accept with pleasure and shall count the days until the thirty-first.

Your loving friend,
Mary Burt

175 Clinton Avenue
October twenty-second

(4)

Dear Helen,

I am so sorry that I cannot come to your Halloween party on Friday, the thirty-first. I have accepted an invitation to go to the country on Friday, directly after school, to spend several days at my cousin's.

Regretfully yours,
Mary Burt

175 Clinton Avenue
October twenty-second

Correct Use of Words — *Accept* and *Except*

Before writing invitations and replies of your own, notice the spelling of the word *accept* in the letters on page 123. Do not make the mistake of writing "except" when you mean *accept*.

Accept means *take* or *receive*.

Except means *leave out*.

Use *accept* or *except* correctly in the following sentences :

1. I shall —— the position if it is offered me.
2. The frost has killed all the flowers —— these few hardy ones.
3. I am sorry that I cannot —— your invitation.
4. Please —— my hearty thanks for your kindness.
5. All the birds have gone —— the sparrows.
6. I cannot —— a gift of such great value.

7. ——— cheerfully whatever falls to your share.
8. The team was unwilling to ——— the umpire's decision.
9. I have spent every summer ——— one on my grandfather's farm.
10. The old man is too proud to ——— charity.

Writing Invitations

Write the following notes at such times as your teacher may suggest, inclose them in envelopes, direct them, and drop them into a letter box in your room. Plan together to whom to write, in order that each pupil in the class may receive about the same number of invitations. For your next composition exercise have as many of the notes distributed as your teacher advises, and answer them. Hand both invitations and replies to your teacher.

Use for these invitations and their replies unruled paper $5\frac{1}{2}$ inches by 4 inches or paper cut to represent correspondence cards, about $5\frac{1}{4}$ inches by $3\frac{1}{4}$ inches in size.

1. A formal invitation to your birthday party
2. An informal invitation to a picnic
3. An informal invitation to a friend to spend part of the vacation with you
4. A formal invitation to dinner
5. An informal invitation to a cousin to visit you
6. A formal invitation to the pupils of another class to attend a play given by your class

Right and Wrong Test

On a slip of paper write in a column the numbers from 1 through 20. Read each of the sentences below, and decide whether it is correct or incorrect. If it is correct in *every* way, write the word *Right* after the corresponding number on your paper. If it is wrong in *any* way — incorrect spelling, incorrect use of a word, incorrect order of words, or anything else incorrect — write *Wrong*, and also write the sentence correctly.

1. Isn't that dress pretty !
2. Aren't you most ready for the picnic?
3. Tom and I and you must get wood for the fire.
4. Will you learn me how to make fudge?
5. We saw the new kittens in the barn.
6. Haven't you written your story yet?
7. We haven't found no four-leaf clovers.
8. Don't he know better than that?
9. Isn't he funny !
10. Please leave me go to the party, mother.
11. Has Jim went away?
12. Aren't your father and mother at home?
13. Ain't the moon bright to-night !
14. My little brother he was lost and my father and uncle they looked all over for him.
15. I never seen you at all.
16. Why doesn't the doctor come?
17. I am sorry that I cannot except your invitation.
18. All of our crowd went except Robert.
19. Have you broke your doll?
20. Has the bell rang?



CHAPTER NINE

TALKS AND DISCUSSIONS CONCERNING GOOD CITIZENSHIP

What Liberty Means

I. Suppose a foreign boy came into New York harbor and, seeing the Statue of Liberty, said, "Now I have come to the land of the free. Here I can do exactly as I please." Would he be right? Could he do as he pleased? Name some things which he might want to do that he would not be allowed to do, because they would interfere with the rights of others. If we cannot all do as we please, is this really a land of the free? Do we have liberty here? What is the real meaning of liberty? Think this over carefully and try to make a good definition of *liberty* or *freedom*. Talk over with your teacher and with one another the different definitions given.

II. Explain why even in a free land the things mentioned on page 128 are forbidden. Discuss each fully and add others that may occur to you.

1. Building bonfires in the street or in your own yard.
2. Driving an automobile or a horse on the left-hand side of the street.
3. Throwing banana skins or orange peelings in the street or on the sidewalk.

Original Story

Write a story about a foreign boy of your age who came to America with the wrong idea of freedom. Tell of some of the things he tried to do and the trouble he got into in consequence. Tell how he finally learned the true meaning of freedom.

Before you write your story, study the next lesson.

After your stories have been written and read aloud, vote for the two or three best pieces of work. In deciding which are best ask yourself as each one is read aloud :

1. Does it sound like a true story?
2. Is it interesting?
3. Is it well expressed?

Variety of Expression

The groups of words below may help you to avoid unpleasant repetition in writing your stories.

1	3	5
Europe	just, unjust	country
a foreign land	right, wrong	nation
2	4	6
came	liberty	learned
arrived	freedom	found out
reached	independence	discovered

Speaking in Public

Explain in such clear, simple language that a boy or a girl who has not been in our country very long could understand :

1. What Patrick Henry meant when he said, "Give me liberty or give me death."

2. What Abraham Lincoln meant when he said, "This is a government of the people, for the people, by the people."

It would add to your explanations if you would tell your listeners in just a few words who Patrick Henry was and who Abraham Lincoln was. Any American history or any encyclopedia will give you information regarding these great patriots.

Prepare your talk carefully and give it in class. Remember to stand well, to look your audience straight in the face, and to speak clearly and distinctly. Know so well what you are going to say next that you will not hesitate or stumble in speaking. Be careful also, by pausing for an instant, to make it clear that you have finished a sentence. Do not join your sentences together by *and*, *and-ah*, *and then*, or any other unnecessary connecting words.

Thrift — Conversation Lesson

A lesson on thrift or saving may not at first seem to you a thing that should have a place in a chapter on good citizenship. You can see at once that a man

who gives his life for his country is a good citizen, but what has *saving* to do with citizenship?

If a man does not work to support himself, you would certainly think him a poor citizen. You would ask, "What right has he to force the community to take care of him?" But what of the man who works but does not save? Is not the day probably coming when he will be a charge on the community?

I. Talk with your teacher about the duty of every person, boy and girl, as well as man and woman, to save.

II. Is the saving of money the only kind of thrift that is worth while? Discuss this question, giving the reasons for your opinions.

III. Talk over with your teacher and with one another how you as a class might practice thrift along the following lines:

1. In the use of paper and pencils.
2. In the use of money for soda, candy, chewing gum, car fare, and moving pictures.
3. In the use of your study period at home or in school.

IV. Select one of the above for the practice of your own bit of thrift for the next month. At the end of two weeks have an "experience meeting," in which you tell how you have succeeded in your efforts to save. If you have saved, especially if you have saved time or money, tell what you have done with your savings or what you are planning to do.

At the end of the month report again. By this time the habit of making good use of the minutes, as well as

the habit of thinking before you waste or spend, should be better formed. You should, therefore, be able to give a better report than you gave before.

Different Ways of Expressing a Thought

Express each one of the thoughts below in several ways. When you have finished, let different pupils read aloud their ways of expressing each thought. Discuss the various forms of expression, deciding which are the best.

1. Lost time is never found again.
2. Of saving comes having.
3. Never spend your money until you have earned it.
4. Waste not, want not.
5. A stitch in time saves nine.

Discussion — Health

I. In the various exercises in this book you have thought and talked about the characteristics of a good citizen. What are some of these characteristics?

There is another thing of great importance that every good citizen should work for, and that is *health*. You may ask what your health has to do with good citizenship. If you are well and strong you may be able to do your community some great service. You may fill an important office, like that of mayor or governor, or you may carry on some enterprise such as building a railroad or developing a great industry. Without health you may fail when your services are most needed.



Most of the men and the women who have done the great work of the world have been people who had bodies upon which they could rely. Washington was an unusually strong man and could endure hardships that very few could withstand. Lincoln was the best athlete in his neighborhood and beat the other boys in games of all kinds. Roosevelt was a delicate boy, but by hard work and hard play in the open air he made himself a vigorous man.

Talk over this matter of health with your teacher and with one another.

1. Tell why it is your duty as a citizen to keep well and strong.
2. Suggest important things which a well person might do and which a sickly person could not do.

II. Below are some health rules for boys and girls of your age. Talk them over, one by one, discussing the importance of each.

1. Keep your back straight and your head up. Sit, stand, walk correctly.

2. Work and play out of doors as much as possible.
3. Go to bed early. Spend at least ten hours of sleep in a room with windows open summer and winter.
4. Drink much water and milk; no tea or coffee.
5. Eat slowly. Avoid eating between meals. Wash your hands before eating.
6. Keep clean. Brush your teeth night and morning.

Health Reports — A Class Project

Keep a health record for a week. Arrange your report as follows. Take seven sheets of paper of the same size. At the head of each write the name of a day of the week; *Sunday* on one, *Monday* on another, and so on. Underneath the day place six numbers to represent the six health rules, leaving room between numbers to keep your record. Report on each rule briefly; as,

Monday

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

1. I remembered to walk correctly on my way to school. I tried to keep my back straight at the table.

2. I spent two hours playing out of doors. I walked to and from school.

3. I went to bed at 9 P.M. and slept until 7 A.M. I had my window open.

4. I drank six glasses of water.

Try to make your report better each day than it was the day before. At the end of the week put your pages together to form a little booklet. Make a cover on which you may print "My Health Record" or any other appropriate title. It will add to the appearance of your booklet if you can find and paste on the cover the picture of some boy or girl who is standing or walking particularly well, or playing some athletic game, or doing some out-of-door work. By keeping your eyes open you can find pictures of this kind in the magazines and in the daily papers.

When your reports are finished, ask your teacher to give you a period in which you may talk them over. Let a number of the children select one day's report and read it aloud. The rest of you should listen carefully to see whether the reader has expressed himself clearly and correctly.

After the reports have been discussed you might have an exhibition of the booklets and see how many attractive ones have been made.

If you feel that the health reports help you keep the rules in mind, repeat the record for another week.

Discussion — Courtesy

In some schools the boys and girls are marked each month not only in their studies but also in their citizenship. Among the qualities of citizenship that are worked for and marked is *courtesy*. In these schools

courtesy is considered quite as important as a branch of arithmetic or of any other subject.

Among the courteous habits that the boys and girls are expected to learn are the following :

1. To use courteous tones in speaking.
2. To say "Good morning" to the teacher on entering the room before school, and "Good-by" when going home.
3. To say "Thank you" for every favor, no matter how slight.
4. To await their turn to speak ; not to interrupt.
5. To apologize if they are obliged to pass in front of a person, or if they accidentally run into some one or hurt one in any way.
6. To mention themselves last when speaking of themselves and others.

In brief — To be thoughtful of others and to show their thoughtfulness in word and deed and manner.

Discuss each one of these rules of courtesy with your teacher. Plan to check yourself on the various points. If there is one of these rules that you break oftener than the others, make a drive to establish the correct habit in that respect. If there are any other rules of courtesy on which you feel that you personally want to work, add those to the list.

Suggest different forms of apology that you might use when an apology is called for.

CHAPTER TEN

IMPORTANT FACTS TO REMEMBER — REVIEW

This chapter reviews the important points that have been taught in this and in earlier years. If you study carefully the exercises given here, you should be well prepared for the trial and final tests that will be found at the end of the chapter.

Kinds of Sentences

1. What is a declarative sentence?
2. With what punctuation mark does a declarative sentence usually end?
3. What is an interrogative sentence?
4. With what punctuation mark does an interrogative sentence usually end?
5. What is an exclamatory sentence?
6. With what punctuation mark does an exclamatory sentence end?
7. A little child is looking at a window full of Christmas toys. She uses exclamatory, interrogative, and declarative sentences in talking to her mother about them. Write the sentences that you think she uses. Be careful to punctuate them correctly.

Review of Possessives

The *bird's* song was sweet and clear.

The *birds* sang their sweetest songs.

Notice the italicized words in the sentences above. Why is *birds* written with an apostrophe in one sentence and without an apostrophe in the other? Be careful not to confuse the simple plural form with the possessive. Remember that the apostrophe is used where the idea of ownership is to be expressed.

I. Study the following selections until you understand in each case why the apostrophe is or is not used :

1. One day in the *woods* I came across a *chickadee's* nest in which there were nine young *ones*. The parent *birds* were busily flying back and forth feeding their hungry *nestlings*. It required all the *father's* ingenuity and all the *mother's* patience to find enough to satisfy the little *creatures'* ravenous *appetites*. While I sat there I saw the old *birds* bring *spiders* and *flies*, *worms* and *ants*, *millers*, *grass-hoppers*, and *insects'* *eggs* by the dozen, and yet the *babies* clamored for more.

2. *Eagles* fly swiftly.

3. There is an *eagle's* nest on the cliff.

4. The *Indians* wore *eagles'* *feathers* in their hair.

5. The *day's* work is done.

6. He owes me three *days'* wages.

7. I have worked for him many *days*.

II. Rewrite the following sentences, changing the italicized groups of words to the possessive form :

Example. The works of *Parkman* are well written.

Parkman's works are well written.

1. The horn of *the hunter* is heard o'er the hill.
2. The coats of *the hunters* were of Lincoln green.
3. The homes of *the miners* are on the hillside.
4. The safety lamp is fastened to the cap of *the miner*.
5. The voices of *the women* were shrill.
6. The wool of *the sheep* is long and thick.
7. The toys of *two children* are scattered about the floor.
8. "Seven Little Sisters" by *Jane Andrews* is an interesting book.

When you have finished, let different pupils go to the board, one at a time, each to write one of the sentences in its possessive form. Compare the way it is written there with the way you have it on paper. If you do not agree, question the pupil at the board until you find out which of you is correct.

Review of Quotations

Rewrite the following sentences, changing them so that each will give the exact words of the speaker. Punctuate the sentences correctly.

1. Commodore Vanderbilt declared that his success in life was due to the fact that he never told what he was going to do until he had done it.
2. An old weather proverb says that if it rains before seven it will clear before eleven.
3. A wise man said that he gave no heed to angry words, but allowed them to go in one ear and out of the other.

Correct Usage

I. What should you say in place of " I ain't going," " He ain't going," " 'Tain't true " ?

The following game of *Questions and Answers* will be fun to play and will give you practice in using the correct substitutes for the incorrect forms mentioned in the paragraph above.

Let one pupil rise, call upon another, and ask a question with *is*, *are*, *isn't*, or *aren't*. The pupil called upon rises and answers, using in his reply *isn't*, *aren't*, or *I'm not*. He then in turn asks a question of some one else, and so on until " time is up."

If a pupil hesitates either in asking or in answering a question, or if he uses an incorrect form, or if he forgets in his reply to use *isn't*, *aren't*, or *I'm not*, he must drop out of the game.

Play the game as rapidly as possible, making questions and answers follow one another in quick succession. The game may begin as follows :

First Pupil — John, is it raining?

John — No, it isn't raining. Are you going to the party, Mary?

Mary — No, I'm not going. Helen, aren't ——

II. Write sentences, using these words correctly :

to — too — two

there — their

most — almost

let — leave

may — can

sit — sat — set

accept — except

wrote — written

Clear Enunciation

Say the following, pronouncing each word clearly :

1. Gayly chattering to the pattering
Of the brown nuts downward clattering
Leap the squirrels red and gray.
2. She shuns the sunny seashore and seeks the sheltered
shade.
3. *chil dren* (not "childern")
po em (not "pome")
sur prise (not "supprise")
just (not "jest")
a rith me tic (not "rithmetic")
ge og raphy (not "jography")
once (not "wonst")
get (not "git")

Sentence Recognition

Rewrite the following paragraph, punctuating it correctly :

Early in the evening the two children started for home their path lay over the steep ridge of the mountain the air threatened snow the old shepherd followed the little girls with an anxious eye suddenly the sky grew very black a whirling flake of snow fell on the old mans hand he hastily caught up his cap and lantern he hurried after the children with his dog bounding beside him.

Have a "100%" list on the board, as suggested on page 71.

Dictation — Capitals and Punctuation

Study and write from dictation three or four of the following sentences numbered 1-10, each day until you have mastered them all. In studying, account orally for every punctuation mark and for every capital.

Example. A wind came up out of the sea
And said, "O mists, make room for me!"

A is written with a capital letter for two reasons: because it is the first word of a sentence, and because it is the first word of a line of poetry.

And is begun with a capital letter because it is the first word of a line of poetry.

There is a comma after *said*, because *O mists, make room for me* is a direct quotation, and we use a comma to separate a direct quotation from the rest of the sentence.

There are quotation marks before and after *O mists, make room for me*, because it is a direct quotation.

O is written with a capital letter for two reasons: because the word *O* is always written with a capital, and because it is the first word of a quotation.

There is a comma after *mists* because the mists are addressed, and we use a comma to separate the name of the person or thing addressed from the rest of the sentence.

There is an exclamation point after *me* because *O mists, make room for me* is an exclamatory sentence.

1. "The real hero is not the man who has no fear," says an old writer, "but the man who overcomes his fear."

2. Have you read "The Boys' Life of Lincoln"?

3. Yes, it's a fine boys' book.

4. The Pilgrims launched boldly out into the Atlantic and trusted God.

5. Lead us, Heavenly Father, lead us
O'er the world's tempestuous sea.

6. Minnesota, Missouri, and Mississippi are Indian names.

7. How bright the sun is to-day!

8. The robin said to the apple tree, "May I build my nest in your strong arms, kind tree?"

9. "Yes, yes, little bird," answered the apple tree. "I will rock your babies and sing them to sleep with my rustling leaves."

10. It's good to be rich and it's good to be strong, but it's better to be the possessor of many friends.

TRIAL TESTS

These tests are similar in form and cover the same points as the final tests that follow. You should correct your mistakes very carefully so that you will not make them a second time.

I. Capitalization and Punctuation. Explain the use of each capital and mark of punctuation in the following sentences. If you cannot do so, refer to the summary of rules in Chapter Five, pages 66-69.

1. Early to bed and early to rise

Makes a man healthy, wealthy, and wise.

2. Stevenson wrote "My Bed Is a Boat."

3. "What a lovely poem it is!" said Mary to her mother.

4. I was born March 12, 1918. When were you born?

5. Yes, that is the year I was born, Fred.
6. The Indians' wigwams were made of hides.
7. The coast of Maine has many small harbors.
8. My uncle replied, "Won't you come to see us again?"
9. How long has that cathedral been built?
10. How the rain dashes against the windows!

II. Possessives. Rewrite the following phrases in the possessive form.

Example. The hat belonging to the boy — *The boy's hat.*

1. The coats of the ladies
2. The name of the child
3. A rain of three days
4. The ball belonging to James
5. The records of these men

III. Words to be Distinguished. On a slip of paper write in a column the numbers from 1 through 10. Read each of the following numbered sentences, decide whether each word is used correctly or not, and write the word *Right* or *Wrong* after the corresponding number on your paper. If *Wrong*, write also the word that should be used.

1. I think you have given her almost enough.
2. Your father should learn you to do better than that.
3. If you set by the window, you will catch cold.
4. How soon may we expect to hear from you?
5. Will you please except my apology?
6. I shall sit here as long as I wish.
7. I am to tired to go to the movies.

8. There parents were worried about their health.
9. My mother won't leave me go swimming.
10. Will you please set the basket on the table?

IV. Letter Writing. 1. Write an informal invitation to a friend asking him to take an automobile trip with you. Write an answer that he might send you.

2. Write a business letter to the Jones Publishing Co., 65 Union St., Philadelphia, Pa., ordering a copy of "Children of the Arctic" by Mrs. J. D. Peary. Inclose a post-office money order for \$1.75.

V. Sentence Recognition. Here is a composition written by a boy. Copy it, inserting capitals and punctuation marks where they are necessary.

WHAT I SAW

Did you ever see a little Ford knock a big truck off a bridge father and i were driving up to school at the entrance to the bridge we saw a truck stop suddenly a Ford hit it square in the back the truck went through the railing and down on the soft sand below the Fords engine was dented father hurried to the spot where the truck lay is anybody hurt said he the men wriggled out of the wreck both were uninjured what language they used to the driver of the Ford just then a policeman came along and said move on everybody

FINAL TESTS

If you have corrected all the errors you made in the trial tests, you should score 100% on these tests, because they cover the same points as the trial tests.

I. Capitalization and Punctuation. Explain the use of each capital and mark of punctuation in the following sentences :

1. New York is the largest city in the United States.
2. Mabel said, "Don't you think we should hurry?"
3. Rats!
They fought the dogs, and killed the cats,
And bit the babies in the cradles,
And ate the cheeses out of the vats,
And licked the soup from the cooks' own ladles.
4. How dreary and long the day seems!
5. How many miles have you driven your car?
6. The title of my book is "Scouting on the Plains."
7. Do you know what battle was fought on April 19,
1775?
8. Yes, I hope, Mr. Bartlett, you will call again.
9. "How I love to skate!" said Tom.
10. Some gypsies' wagons are going down the street.

II. Possessives. Rewrite the following phrases in the possessive form :

Example. The bark of a dog — *The dog's bark.*

1. A vacation of two weeks
2. The mother of the children
3. The work of laundresses
4. The age of Charles
5. The troops of our enemies

III. Words to be Distinguished. On a slip of paper write in a column the numbers from 1 through 10.

Read each of the numbered sentences below, decide whether each word is used correctly or not, and write the word *Right* or *Wrong* after the corresponding number on your paper. If you write *Wrong*, write also the word that should be used.

1. May I borrow your tennis racket?
2. I will learn you not to do that again.
3. There books are in their desks.
4. Do you think that we are almost there?
5. There are to many people here to be comfortable.
6. Will you sit down and rest awhile?
7. Won't you leave me help you?
8. We set out some rosebushes in our garden.
9. Did you except the position offered you?
10. We set around the fire and talked all the evening.

IV. Letter Writing. 1. Write an informal invitation to another class to attend your class play. Write an appropriate answer to your invitation.

Write a business letter to Hamilton, Clark & Co., 135 Main St., St. Louis, Mo., ordering a copy of "The Birds' Christmas Carol" by Kate Douglas Wiggin. Inclose a post-office money order for \$1.50

V. Sentence Recognition. This is another composition written by a boy. Copy it, inserting capitals and punctuation marks where they are necessary.

A GALLANT RESCUE

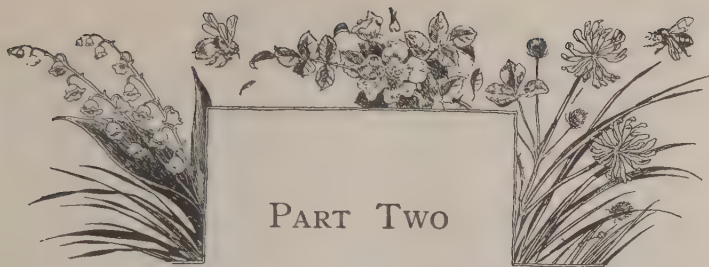
It was a misty day as we sat on the beach gazing at the rough ocean suddenly i saw a white object bobbing

up and down on the water what can it be said i to my friend it appeared again i was sure it was a hand beckoning for help in a moment i plunged into the water and swam frantically to save the person suddenly it disappeared how frightened i was i thought some one was drowning although discouraged i continued to swim about the place where the object had been again the hand bobbed up in front of me i grabbed for it it went limp in my fingers it was a cold and tired boy that swam back to shore with a white rubber glove partly filled with air in his hand



(148)

A TEST OF SOLOMON'S WISDOM



PART TWO

CHAPTER ONE

HOW TO BRING OUT THE POINT OF A STORY

Anecdotes to Tell

Below are several good anecdotes. Read them all, select the one you like best, and prepare to tell it as well as you can :

I

THE KING'S ANSWER

The Queen of Sheba once stood before Solomon with two wreaths in her hands. The one was made of flowers from the garden, fresh and lovely. The other was artificial, but so perfectly formed that no one could see the least difference between them. "I have heard much of your exceeding great wisdom, O King," said the beautiful queen, "and I have come far to test it. If you can tell me which of these wreaths is made of real flowers and which of artificial flowers, I shall acknowledge you as indeed the wisest of men."

For a moment the king hesitated. Then, without a word, he stepped to a window, threw it open, and allowed some bees that were hovering outside to fly into the room. These knowing little creatures, paying no heed

to the artificial wreath, flew directly to gather honey from the natural flowers. Thus the king gave his answer.

II

TIT FOR TAT — A JOKE

Mark Twain once went to a neighbor's house to borrow a book. "Why, certainly, I'll gladly lend you the book," said the neighbor, "if you will read it in my library."

Shortly after this the same neighbor went to Mark Twain's house to borrow a lawn mower. "Certainly, you may have the mower," said the humorist, "if you will use it on my lawn."

III

NAPOLÉON AND THE DRUMMER BOY

The battle had raged for hours. Though the French fought desperately, they could not withstand the furious assault of the Austrians. Fearing that his men would be driven from the field in hopeless confusion, Napoleon shouted to a drummer boy, "Beat a retreat!" There was no response. Again Napoleon shouted, "Boy, beat a retreat!"

Stepping forward, the boy said, "Sire, I don't know how to beat a retreat; but I can beat a charge that would make the dead fall in line!"

A moment later the French corps heard above the din of battle the familiar, triumphant charge. They rallied, swept down on the Austrian host, and won the day.

Anecdotes of this kind are usually told very briefly, no more details being given than are necessary to the understanding of the incident. As you see, the introduction of these anecdotes consists of only a few words instead of one or more paragraphs, and there is either no conclusion at all or only a sentence or two. This makes the point stand out very clearly. The point of the first anecdote is that Solomon easily found out which flowers were real, for the bees "flew directly to gather honey from the natural flowers." What is the point of each of the other anecdotes?

In retelling the anecdote that you have selected, be sure to make the point stand out clearly. Use as many of the words in the book as you like, and remember to speak distinctly, to stand well, and to look your audience straight in the face.

Correct Pronunciation

Be careful of the following pronunciations:

In the first anecdote say *once*, not "wunst." Say *dif-fer-ence*, not "diffunce."

In the third anecdote pronounce *corps* as if it were spelled "core."

Dictation — Reviewing Quotations

Study the sentences at the top of page 152, giving particular attention to all punctuation marks. Then write the sentences from dictation.

1. "I have heard much of your great wisdom, O King," said the beautiful queen.

2. "Certainly, you may have the mower," said the humorist, "if you will use it on my lawn."

3. "Sire," said the boy, "I don't know how to beat a retreat."

Other Anecdotes

Look through your school readers or through some books in your library for a good story so short that it may be considered an anecdote. Tell this in class.

Be careful in all this story-telling to show by your voice when you have come to the end of a thought. Do not string your sentences together with *and*'s or other unnecessary connecting words.

A Story to be Completed

Read the following unfinished story and study the directions that follow:

THE NOBLEST DEED

A wealthy old man had three sons, who were good-natured but idle and pleasure-loving young men. In order to induce them to live more worthy lives, their father once called them to him, and, showing them a jewel of priceless value, said, "My sons, three months from to-day I shall give this jewel to whichever one of you has, in the meantime, done the noblest deed."

For three months the father neither saw nor heard from his sons, but on the day appointed they all stood before him again.

FROM THE FRENCH (*Adapted*)

Finish the story, doing the best work of which you are capable. Do not try to finish the whole story at once. Take two or three periods for it. Let each son tell in his own words what he had done. The eldest son had found a large sum of money and had searched for the owner and returned it. The second son had saved a child from drowning. The third son, in walking over a steep mountain pass, had come upon his enemy asleep on the edge of a precipice. He had wakened him and drawn him back to safety.

Give in the father's own words the comments he made upon each deed and tell to whom he gave the jewel.

The point of this story is the awarding of the jewel. Make the point as dramatic as you can by quoting the father's words as he gives the prize.

Arrange your story in paragraphs somewhat as follows :

1. The eldest son's story.
2. The second son's story.
3. The youngest son's story.
4. The father's remarks as he awarded the jewel.

The synonyms given below may help you to avoid unpleasant repetitions :

act	noble	told	returned
action	good	said	restored
deed	worthy	reported	gave back

Before you begin to write, review the *Standards* on page 102. Keep these in mind as you work.

When you have finished your stories, read them aloud. As none of you know which deed the others will think the noblest, these stories should be unusually interesting to listen to.

At the close of the readings, criticize two or three of the compositions in detail, applying each standard to the work. Criticize in less detail as many others as you have time for, mentioning the standards that have been particularly well observed as well as those that have not been.

Courteous Criticism

Remember that by criticism we mean mentioning the good points quite as much as the poor points.

Remember, too, that the only criticism worth while is *helpful criticism courteously given*. If you say of a classmate's composition, "His choice of words wasn't good," you are giving little help and you are giving it in a way that is likely to embarrass your friend. If you say, however, "Jack, you said *He don't*. You want the contraction for *does not* with *He*, don't you?" You show your friend exactly what his mistake is and how to correct it, and you do it in a courteous way.

Picture Stories

I. Study the picture on the opposite page carefully. What story does the picture suggest to you? The point of this story is, of course, how the child was



A NARROW ESCAPE

saved from being run over. Write the story, making the point very clear. In the first paragraph tell how the little child came to be in such a perilous position and how the driver felt when he saw her. In the second paragraph describe the rescue.

Or, if you prefer, begin with the ringing of the alarm, the engine's response, and the driver's horror when the engine dashed around a corner and he saw the child. Tell the story as if you had actually seen in real life what you see pictured here, and you will make your hearers share your terror, as well as your relief and joy at the rescue.

Remember that there are many different ways of expressing a thought. For instance, in speaking of the little girl's feelings you may say that she was *frightened*, or *terrified*, or *paralyzed with fear*, or *frozen with horror*. Select the expression that seems to you to give the most vivid picture. What various expressions might be used in describing the approach of the engine? the fireman's feelings?

When the compositions have been read aloud, discuss them and decide which tell the story in the most stirring way. Perhaps the *Standards* on page 102 will help you to find out just what it is about these "best" stories that makes them so good.

II. Bring to school pictures cut from magazines or papers. Let a committee of pupils select from these pictures the six or eight or ten that seem to them good "story-telling" pictures. Let the committee mount

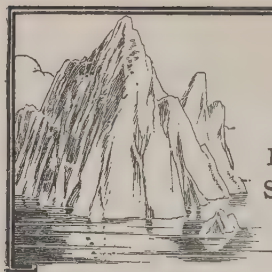
these on cardboard so they may be stood up in different parts of the room.

Then, for another composition of the same general character as the one you last wrote, select one of the pictures in the room and write the story it tells you.

Review of Some Troublesome Words

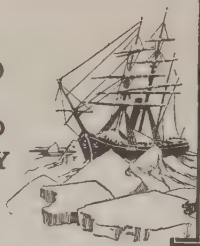
Read the following sentences aloud, filling the blank in each case with one of the words in parenthesis :

1. My pen —— write well. (don't, doesn't)
2. There —— enough pencils for all. (is, are)
3. His mother won't —— him play with us. (let, leave)
4. I can't find —— two tickets. (them, those)
5. You —— there, —— you? (wasn't, weren't) (was, were)
6. It —— true. (ain't, isn't, aren't)
7. At some schools they —— you typewriting. (learn, teach)
8. It —— look right. (don't, doesn't)
9. —— I borrow your spelling book? (May, Can)
10. —— you coming to school to-day? (Ain't, Isn't, Aren't)
11. Why haven't you —— gloves this cold day? (any, no)
12. —— here near the fire. (Sit, Set)
13. I know her but she —— know me. (don't, doesn't)
14. Will you please —— the clock on the shelf? (sit, set)
15. Our girls are —— as athletic as our boys. (most, almost)
16. All —— two will —— the invitation. (accept, except)



CHAPTER TWO

PARAGRAPH AND SENTENCE STUDY



Paragraph Study — The Topic Sentence

I

THE DISCOVERY OF THE NORTH POLE

The discovery of the North Pole was a remarkable achievement. Each member of the little party of explorers proved himself a hero. The intense cold and the scanty supply of food caused untold suffering, yet not a man faltered. With unswerving courage they pushed on. The expedition was filled with thrilling adventures and hairbreadth escapes.

Read carefully the opening sentence of "The Discovery of the North Pole." Think what it means. Now read all that follows and notice that every sentence proves that the discovery *was* a remarkable achievement. In other words, the first sentence really gives you the topic of the whole paragraph. Such a sentence, as you have learned, is called a **topic sentence**. You will often find a topic sentence at the beginning of a paragraph.

II

Molly Pitcher had the soul of a soldier. At the battle of Monmouth her husband was placed in charge of

one of the guns. In the thick of the battle, a bullet from an enemy stretched him dead beside his cannon. His wife, who had followed him to the field, saw him fall. Without a moment's hesitation she sprang to take his place. All through the battle she served her husband's gun, steadily loading and firing until the day's work was done.

FRANK R. STOCKTON (*Adapted*)

What is the topic sentence of the paragraph above? Discuss every sentence that follows, seeing whether it carries out or proves the statement made by the topic sentence.

In the same way test the first paragraph of "Bob," on page 99, and the second paragraph of "Courteous Criticism" on page 154. When you are studying a long lesson, you will often find that the topic sentences of the paragraphs will give you a good outline of the lesson.

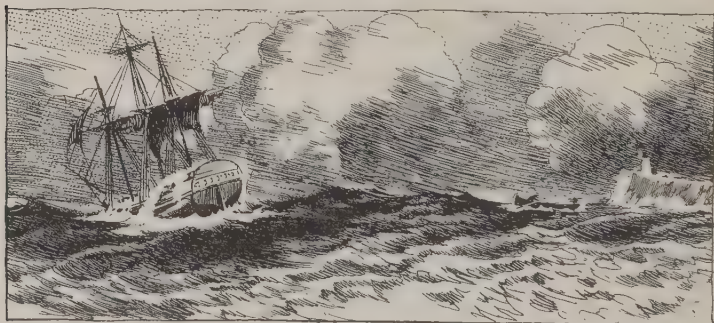
WRITTEN EXERCISES

I. Write three or four paragraphs, using one of the ten following topic sentences for each. Test your paragraphs carefully, making sure that every sentence helps to develop the thought introduced by the topic sentence. Be careful to mention things in their proper order.

1. I have seen a most exciting basketball game.
2. It was just the day for a walk in the woods.
3. Travel is more comfortable to-day than it was in colonial days.

4. I had great luck in fishing one day.
5. There is always a hubbub at home when we children are getting ready for school.
6. Everything went wrong yesterday.
7. Stamp-collecting is a very interesting hobby.
8. Teddy Bear is the bedraggled bedmate of my small brother.
9. It was a dark and stormy night.
10. A cotton field is beautiful both when it is in bloom and when the big soft bolls break open.

II. Read the following sketch. It is not properly divided into paragraphs. If you study it carefully, you will find two topic sentences. Rewrite it, arranging it in the two paragraphs in which it belongs.



TO THE RESCUE

A wild storm swept over the sea. The waves broke in fury against the cliffs. The gulls screamed, the sky became black, and the rain fell in torrents. Out from the shore, at a signal of distress, a little boat bravely

made its way to the rescue. In it were the old light-house keeper and his daughter. Finally, almost exhausted, they reached the wreck, and the nine half-dead sailors were drawn into the lifeboat.

Sentence Recognition

In the last lesson you divided a selection into paragraphs. The two following selections are properly paragraphed, but they are not separated into sentences. Read them to yourself, deciding where each sentence begins and ends. Then write them properly, placing punctuation marks where they belong.

I

I am sure you would like my cat she came to us one morning last summer I found her sitting on the porch when I opened the front door the minute she saw me she ran to me and looked up into my face she seemed to say I know you will give me a home and be my friend.

II

An oak tree once grew by the banks of a river it was strong and tall its roots sank deep into the ground its great branches stretched far up toward the sky no matter how fiercely the wind blew the sturdy oak never bent its head.

Near the oak there grew a reed the reed bent its slender stem to every breeze whenever the oak saw the reed tossed about by the wind it held itself stiffer than ever.

One night a fierce storm arose the reed bent low but the oak would not bow its head when morning came the great oak lay in the river its strong roots torn from the ground the slender reed swayed unharmed in the morning breeze.

Decide which of the following groups of words are sentences and which are not. Add more words to make sentences of the incomplete groups, and write and punctuate the sentences you form.

1. a bird sang his evening song
2. turning the corner briskly
3. the traveler climbing the long hill
4. everybody needs friends
5. a great gull sailing gracefully overhead
6. they are strong and fearless
7. the pony frightened by the noise
8. over land and sea, through deserts and jungles
9. a ship suddenly appeared on the horizon
10. the moon shining on the waters of the lake
11. approaching swiftly without any thought of danger
12. the task which you have to do

Capitalization and Punctuation of Sentences — Review

The ten numbered sentences on the following page review many uses of capital letters and of the various punctuation marks.

I. Account orally for each capital and for every punctuation mark.

II. Write a few of the sentences from dictation at frequent intervals until you are sure that you habitually use these common marks correctly.

1. "If your examples are all right," said Miss Baldwin, "you may go home."

2. "Robert, would you like to go fishing with me?" asked Mr. French.

3. "Yes, Father," answered the boy, "I'd like to go. I'll be ready in a minute."

4. "Get up, you lazy child," called Charles's mother. "It's breakfast time."

5. Have you read "A Connecticut Yankee in King Arthur's Court"? It's a very funny story written by Mark Twain.

6. The captain's voice rang out clearly above the sailors' shouts and the passengers' cries.

7. Men's and boys' clothing is much heavier than women's and girls'.

8. Washington crossed the Delaware River on the night of December 25, 1776.

9. The last three states to be admitted to the Union were Utah, Oklahoma, and New Mexico.

10. French, German, and Spanish are very useful languages to know.

How Sentences are Constructed — Subject and Predicate

You have had many exercises, thus far, intended to develop a "feeling" for the sentence. The work that follows will help you still further in developing this feeling, that is, in developing sentence recognition, and

will, moreover, help you in getting the meaning of troublesome sentences.

Read the first sentence of "To the Rescue," page 160. What is spoken of in this sentence? What is said about *a wild storm*? What is spoken of in the second sentence? What is said about *the waves*?

In sentences as simple as these, and in the everyday conversation that goes on about you, you probably seldom have trouble in understanding exactly what is meant. In reading or in studying your lessons, however, you must frequently come across sentences that puzzle you. You cannot see at once what the author has in mind — what thought he is trying to give to you. Perhaps you read a sentence over three or four times and still do not see clearly what it is all about. There is a quicker and a better way of getting at the thought than by reading and rereading these troublesome sentences — and this is the way:

Ask yourself two questions:

1. *What person or thing is spoken of in this sentence?*
2. *What is said about that person or thing?*

When you have answered these two questions you will have mastered the meaning of the sentence, for that is all that any sentence consists of — the part that tells what is spoken of, called the **subject**, and the part that tells what is said about the subject, called the **predicate**.

In the sentence "A lonely pine stands on the mountain top" what is spoken of? What, then, is the

subject of the sentence? What is said about the *lonely pine*? What, then, is the predicate?

Subject

Predicate

A lonely pine

stands on the mountain top.

In the sentence "The apples in the orchard are mellowing one by one," of what apples are we speaking? We cannot say that the subject is *The apples*, because we are not talking about apples in general, but about the particular apples that are in the orchard. That sentence, therefore, when separated into subject and predicate, is as follows :

Subject

Predicate

The apples in the orchard

are mellowing one by one.

The subject of a sentence is the part that names or tells what is spoken of.

The predicate of a sentence is the part that tells what is said about the subject.

ORAL AND WRITTEN EXERCISES

I. Separate the following sentences into subject and predicate :

Example. The blackberries will soon be ripe.

The subject of the sentence is *The blackberries*.

The predicate is *will soon be ripe*.

1. The blackberries will soon be ripe.
2. A fallen tree is lying across the path.
3. A fleet of sailboats has anchored in this side of the harbor.

4. A flock of wild geese flew overhead.
5. We get valuable furs from Alaska.
6. Longfellow's poems lay on my table.
7. The cherry trees in our orchard are covered with blossoms.
8. Two crossed swords hung on the wall.
9. Herds of buffalo wandered over the plains.
10. A carpet of pine needles covers the ground.
11. A passing vessel sighted the disabled yacht.
12. The roses in the garden are in full bloom.
13. Streams from the melting ice flowed down the mountain side.
14. The clanging of hundreds of bells roused the sleepers.
15. The choir of Saint Peter's Church sang two selections.

II. Copy the following sentences and draw a vertical line between the subject and the predicate :

Example. Shallow water | makes most noise.

1. Shallow water makes most noise.

PROVERB

2. Old King Cole was a merry old soul.

NURSERY RIME

3. Every cloud has a silver lining.

PROVERB

4. A good tree bringeth forth good fruit.

BIBLE

5. The man in the moon came down too soon.

NURSERY RIME

6. October is the sunset of the year.

THOMAS STARR KING

7. A rolling stone gathers no moss.

PROVERB

8. The weakest kind of fruit drops earliest to the ground.

SHAKESPEARE

9. A little neglect may breed mischief.

BENJAMIN FRANKLIN

10. Birds of a feather flock together.

PROVERB

11. The heavens declare the glory of God.

BIBLE

12. A lazy man's garden is full of weeds.

PROVERB

13. The worst wheel does the most creaking.

PROVERB

14. The brightest thunderbolt comes from the darkest cloud.

COLTON

15. The swift, turbulent rivers of the Alps are born in icy caves.

HENRY VAN DYKE

III. Some of the twenty following groups of words may be used as subjects and some as predicates. Supply the missing part in each and give the sentences thus formed. State the subject and the predicate of each.

1. the old bridge
2. the little red schoolhouse on the hill
3. plowed the fields
4. paddled his canoe
5. live in the woods
6. a great storm
7. two airplanes
8. the farms of the South
9. wandered slowly through the fields and woods

10. that captain
11. is my favorite study
12. many boys and girls in our country
13. the flowers in the garden
14. ran across the path
15. swam to the shore
16. the robin redbreast
17. are very cold
18. came down the path toward the house
19. was whistling gayly
20. a troop of soldiers

Position of the Subject

In the sentences that you have thus far separated into subject and predicate, the subject has always stood first. Notice the following sentences :

1. The six hundred rode into the valley of Death.
2. Into the valley of Death rode the six hundred.

You will readily see that we are talking about *the six hundred* in the second sentence exactly as we are in the first, and that, therefore, the group of words that names the six hundred is the subject, whether it stands at the beginning of the sentence or not.

Find the subject of each of the following sentences :

1. Flashed all their sabers bare.
2. Right through the line they broke.
3. Boldly they rode and well.

ORAL AND WRITTEN EXERCISES

I. Read the following sentences. State the subject and the predicate of each :

1. In the far North the winters are very cold.
2. Far from his home wandered the child.
3. There goes the train.
4. On the narrow trail stood a baby bear.
5. During the night a great storm swept the coast.
6. No trace of the lost dog could we find.
7. Out of the forest bounded a frightened deer.
8. Down the meadow path came the cattle.
9. In his hand he carried a long staff.
10. At that time the country was a wilderness.
11. On this ground an old fort once stood.
12. In Sherwood forest lived a bold outlaw.
13. Every summer I go to the seashore.
14. Far off we heard the roar of the guns.
15. Over the river on his clumsy raft he went.

II. Write the following sentences. Underline every word of each subject.

Example. Through the din of the tempest rose the voice of the captain.

1. Down the chimney St. Nicholas came with a bound.
2. Little by little all tasks are done.
3. Blessed are the peacemakers.
4. Through every web of life the dark threads run.
5. Good and upright is the Lord.
6. To every man upon this earth
Death cometh soon or late.

7. Wild is the music of autumnal winds.
8. After the storm comes the calm.
9. In the end things will mend.
10. Down in a green and shady bed a modest violet grew.
11. Here hath been dawning another blue day.
12. Down swept the chill wind from the mountain peak.
13. On the hills the snows of winter still linger.
14. In a deep cave among the rocks was the home of a family of foxes.
15. For many hours my companions and I watched the storm.
16. On the other side of the world lie the islands of Japan.

Subject of the Interrogative and the Exclamatory Sentence

The subjects of interrogative sentences and of exclamatory sentences are not quite so easily found as are those of most declarative sentences. In an interrogative sentence the subject names what is asked about, and the predicate tells what is asked about the subject. If you have trouble in recognizing the subject, you will sometimes find it helpful to change the sentence from the interrogative to the declarative form.

By changing the sentence *Can you count the stars?* to the declarative form, *You can count the stars*, the subject, *you*, is easily recognized.

If the exclamatory sentence is in inverted form, as *How lovely the sunset is!* changing it to the natural order, *The sunset is how lovely!* will show clearly that the subject is *The sunset*.

ORAL EXERCISE

Find the subject and the predicate of each of the following sentences :

1. Have you seen the man in the moon?
2. Do you know the bluebird's song?
3. Can you name the colors of the rainbow?
4. How blue the sea looks!
5. How you frightened me!
6. Why is the sea salt?
7. When do the birds fly south?
8. What kind of weather does the north wind bring?
9. Aren't you ashamed!
10. Who killed Cock Robin?
11. How many stars has our flag?
12. How does the river find its way to the sea?
13. On what day does Thanksgiving come?
14. How clear and crisp the air is!
15. What a marvelous work is man!

Subject Unexpressed

You have studied sentences in which the subject comes at the beginning, and others in which it comes in the middle or at the end. You are now going to examine sentences in which the subject is not expressed at all.

The sentence *Dare to do right* really means *You dare to do right*. So *you* (understood) is the subject. Though only the predicate of the sentence is expressed, *you* is the subject just as truly as if it were printed

in front of the predicate. When we separate a sentence of this kind into its subject and predicate we say :

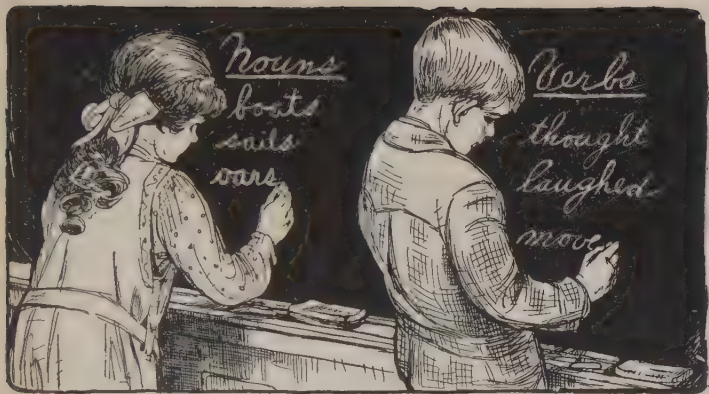
The subject is *you* understood.

The predicate is *Dare to do right*.

ORAL EXERCISE

Decide which of the following sentences have the subject expressed, and which have not. Supply the subject where it is understood.

1. Make haste slowly.
2. Be a hero in the strife.
3. Keep Thou my feet.
4. Do good by stealth.
5. Keep thy tongue from evil.
6. Pardon others but not thyself.
7. Find a way or make it.
8. Six days shalt thou labor and do all thy **work**.
9. Do not be afraid or ashamed of work.
10. Neither a borrower nor a lender be.
11. Hear much and speak little.
12. Take good care of the minutes.
13. Be not wasteful of time or money.
14. Do your best every day.
15. Love your neighbor as yourself.



CHAPTER THREE

HOW WORDS ARE USED IN SENTENCES

Parts of Speech

You have spent much time in the study of the sentence, because it is the foundation of all language. Every time you speak, you make known what is in your mind by means of sentences; and every time you are spoken to, you find out what is in the speaker's mind because he puts his thoughts into sentences. In other words, you express your own thoughts and you understand the thoughts of others through **sentences**.

Every word in the sentence contributes its share to the doing of this work. The work of some words is to name persons, places, or things; as, *baby*, *New York*, *tree*, *man*. The work of other words is to describe the persons, places, or things named; as, *little*, *big*, *kind*. The work of still other words is to tell what the person, place, or thing named does; as, *cries*, *grows*, *works*.

According to the work that words do in a sentence, they are divided into classes. Though there are many thousands of words in our language, there are only eight classes, or **parts of speech**, as they are called, because there are only eight different kinds of work for words to do. All the words in the language belong to one of these eight classes. You will now study the names and the work of some of these classes of words.

Nouns

THE FIRST STEAMBOAT

The first successful steamboat was built in New York by Robert Fulton. For ages boatmen had made their boats go by using sails and oars, and people thought Fulton was foolish to imagine that a boat could be pushed along by steam. They laughed at him and called his boat "Fulton's Folly." But when the strange craft was launched and the black smoke began to rise from the chimney, when the wheels began to turn and the boat moved, their laughter was changed to cheers.

EDWARD EGGLESTON (*Adapted*)

What person is named in the first sentence? what place? what thing? Look through the rest of the paragraph and find a word that names a class of men; one that names a period of time; two that name sounds; five that name things that can be seen.

All words that name persons, places, or things are **nouns**. Some nouns name things that you can actually see or hear, such as *books* or *music*; others name things that you can feel, such as *hunger*, *pain*, *fear*.

Some nouns name persons, places, or things that belong to a class, such as *man*, *city*, *book*. There are many men, many cities, and many books. Nouns of this kind are called **common nouns**.

Some nouns name particular persons, places, or things. *Robert Fulton* names one particular man; *Treasure Island* names one particular book. Nouns of this kind are called **proper nouns**.

In writing, we begin proper nouns and most words derived from proper nouns with capital letters; as,

Many of our ancestors came from *England*.

We speak the *English* language.

A noun is a word used as the name of a person, a place, or a thing.

A proper noun is a word used as the name of a particular person, place, or thing.

A common noun is a word used as the name of any one of a class of persons, places, or things.

Proper nouns and most words derived from proper nouns begin with capital letters.

ORAL EXERCISES

I. Give proper nouns suggested to you by the following common nouns:

Example. Common noun, state: proper noun, Virginia

ocean	river	newspaper	country
city	street	holiday	author
dog	girl	month	island
lake	teacher	day	doctor
church	school	uncle	book

II. Give common nouns suggested to you by each of the following proper nouns :

California

Mrs. Howe

Evening Post

Indian

Arthur

William Tell

France

Yale

Yankee Doodle

WRITTEN EXERCISES

I. Write the names of five things that you can see in the schoolroom.

II. Write the names of five sounds that you have often heard. Do not confuse the thing that makes the sound with the sound itself. You can hear the *ringing* of the bell, but you cannot hear the bell.

III. Write the names of five things that you can feel but can neither hear nor see, such as *pain, joy*.

ORAL EXERCISE

Select the nouns in the following sentences :

1. If March comes in like a lion, it will go out like a lamb.

WEATHER PROVERB

2. Sea-gull, sea-gull, sit on the sand,
It's never good weather when you're on land.

WEATHER PROVERB

3. Fear God and keep his commandments.

BIBLE

4. Don't put all your eggs in one basket.

PROVERB

5. The bird is a wonderful architect, the beaver a most skillful bridge builder, the silkworm a beautiful weaver, the spider the best of netmakers.

GEORGE WILSON

6. There is no smoke without some fire.

PROVERB

7. Let not the sun go down upon your wrath.

BIBLE

8. If gold and silver rattled down from the clouds, they would hardly enrich the land so much as soft, long rains.

HENRY WARD BEECHER

9. God sends every bird its food, but he does not throw it into the nest.

SPURGEON

10. When industry goes out of the door, poverty comes in at the window.

DUTCH PROVERB

11. The very best medicine that a family can keep in the house is cheerfulness.

JOSH BILLINGS

Pronouns

SIR PHILIP SYDNEY

Sir Philip Sydney was a brave man and fought valiantly for his country; but history remembers him best, not by his gallant exploits on the field of battle, but by the gentle deed that crowned the last hour of his life.

He was shot and mortally wounded. As he was borne fainting from the field, he asked for water. It was brought to him, but as he was about to raise the cup to his lips, he saw the eyes of a dying soldier

fixed upon it with passionate longing. Leaning forward, Sir Philip handed the cup to the dying soldier and said, "Drink, friend; thy need is greater than mine."

Read the little anecdote above. To what person do the words *he* and *him* refer? Read the second paragraph again silently, substituting Sir Philip Sydney's name each time you come to the word *he* or *him*. You see what awkward sentences this makes. In order to avoid clumsy and awkward repetitions, we often use a word that stands for the name of a person, place, or thing. *He* and *him* stand for Sir Philip Sydney, but do not name him. *It* at the beginning of the third sentence in the second paragraph stands for *water*. In the last sentence, "Thy need is greater than mine," the word *mine* stands for *my need*.

A pronoun is a word that is used in place of a noun.

ORAL EXERCISE

The italicized words in the following sentences are pronouns. Tell what each stands for:

1. Said the wind to the moon, "*I* will blow *you* out."
2. Money is a good servant, but *it* is a bad master.
3. No man is poor *who* has enough; nor rich *who* wants more than *he* has.
4. Little Bo-Peep has lost her sheep,
And cannot tell where to find *them*.
5. Praise God from *whom* all blessings flow.

6. What *she* (America) has done for *us*, her children, is sufficient to bind *us* to *her* "till death *us* do part."

7. *He* gave *us* eyes to see *them*,
 And lips that *we* might tell
 How great is God Almighty
Who hath made all things well.

List of Pronouns for Reference

The following are the pronouns most frequently used :

I	we	you	he	she	it	they	who	which
mine	ours	yours	his	hers		theirs	whom	what
me	us		him	her		them		that

ORAL EXERCISE

Select the pronouns in the following sentences :

1. Look before you leap.
2. We are glad, dear friends, to greet you.
3. Happy is the man that findeth wisdom.
4. Who knows the thoughts of a child?
5. Never buy what you do not want.
6. "Lady Moon, Lady Moon, whom are you loving?"
 "All that love me."
7. If it is not right, do not do it.
8. I am content with what I have, little be it or much.
9. She bade them all good-by.
10. The evil that men do lives after them.
11. They tell us how strong we are.
12. The funniest thing about him is the way he likes to
 grow,
 Not at all like proper children, which is always very
 slow.

WRITTEN EXERCISE

Fill each blank in 1, 2, and 3 with a pronoun that refers to yourself; each blank in 4, 5, and 6 with a pronoun that refers to you and some one else; in 7 and 8 with a pronoun that refers to the person to whom you are speaking; in 9, 10, and 11 with a pronoun that refers to a boy or to a girl; in 12, 13, and 14 with *they*, *theirs*, or *them*; in 15 and 16 with a pronoun that refers to a book; in 17, 18, 19, and 20 with *them* or *those*.

1. — have a new book.
2. The book is —.
3. The book belongs to —.
4. — own this book together.
5. The book is —.
6. The book belongs to —.
7. Do — own this book?
8. The book is —.
9. — has a new book.
10. It is —.
11. The book belongs to —.
12. — own this book together.
13. The book is —.
14. The book belongs to —.
15. — belongs to me.
16. I just bought —.
17. Give me — books.
18. I need — at once.
19. — books belong to me.
20. I bought — myself.

Correct Use of Pronouns

You have already learned that if you rap at a door and some one inside calls "Who is it?" you should answer, "It is *I*."

Who is there? It is *I*.

Who is knocking? It is *I*.

Who was calling? It was *I*.

We use *he* and *she* and *they* in the same way after *is* and *was*.

Who was there? It was *she*.

Who was knocking? It was *he*.

Who was calling? It was *they*.

Do not forget that if you are speaking of yourself and another person you should mention yourself last.

Who was there? It was *he and I*.

Read the following sentences, noticing particularly the italicized words:

He spoke to *you*. He spoke to *me*. He spoke to *you*
and *me*.

He called *you*. He called *me*. He called *you* and
me.

Reread the sentences, substituting the words *him*, *her*, and *them* for *you*. Read the sentences again, this time substituting *him*, *her*, and *them* for *me*.

Read the following questions aloud. Then answer them, using *you and me*, *him and me*, *her and me*, or *them and me* in your answer. You see that the same

courteous order of pronouns is used, the speaker mentioning himself last.

1. To whom is Tom calling?

(Answer : He is calling to you and me.)

2. By whom was the work done?
3. From whom did you borrow the books?
4. Whom did Fred meet on his way to school?
5. To whom were the letters addressed?
6. About whom were the girls speaking?
7. With whom were the children playing?
8. Whom did the teacher select as captains?

Verbs

THE BURIED TREASURE

We worked desperately. Finally we unearthed a great oblong chest. I fairly trembled with excitement. The lid of the chest was fastened by two sliding bolts. These we drew back with shaking fingers. A treasure of incalculable value lay before us. As the rays of the lantern fell upon it, there flashed upwards such a glitter of gold and jewels that it fairly dazzled our eyes.

EDGAR ALLAN POE (*Adapted*)

Read the paragraph above. It is taken from Poe's "Gold-Bug," a story that you will enjoy reading.

What is the subject of the first sentence? What is the predicate? Read the sentence, omitting the word *worked* from the predicate. Do the remaining words tell you anything about what we *did*? You do not know whether we *worked* desperately, or *cried* des-

perately, or *fought* desperately, or what we did. You see that to make a sentence you need a word that tells something or makes an assertion about the subject *we*; as, *worked*. Read the second sentence, omitting the word *unearthed*. Again you are at a loss. You do not know whether we *found* a chest, or *lost* a chest, or what we did. You need a word that tells something or makes an assertion about *we*; as, *unearthed*. What word makes an assertion about *I* in the third sentence? Words that make an assertion, such as *worked*, *unearthed*, *trembled*, are called **verbs**.

A verb is a word used to tell or assert something.

ORAL EXERCISES

I. Find the asserting word or verb in each of the following predicates :

<i>Subject</i>	<i>Predicate</i>
1. The storm	raged furiously.
2. The pine trees	rocked in the gale.
3. The rain	soon fell in torrents.
4. The great waves	dashed against the cliff.
5. Lightning	struck the old barn.

II. Find the verbs in these fifteen sentences :

1. The sun rose clear and bright.
2. The raindrops glistened like diamonds.
3. The birds in the tree tops sang gayly.
4. The flowers by the wayside lifted their drooping heads.
5. Butterflies flitted from blossom to blossom.

6. The cow jumped over the moon.
7. The old moon laughed and sang a song.
8. Round and round goes the busy wheel.
9. There stood the new automobile.
10. Out of the windows peered excited faces.
11. I love my native land.
12. Please shut the door.
13. Each scout made his own outfit.
14. Bring me a lantern.
15. Rain, rain, go away.

Verbs (*continued*)

The verbs that you have studied thus far are verbs that denote action. There are some verbs, however, that do not denote action; as, "I *am* tired," "Mary *was* absent," "We *feel* happy." Though verbs like *am*, *was*, *feel* do not denote action, yet they make assertions. Without *am* in the first sentence above, *was* in the second sentence, and *feel* in the third sentence, there would be no predicates.

Find the verbs in the following sentences:

1. The earth is a great ball.
2. It seems flat to us.
3. The stars are distant suns.
4. I am a free man.
5. The colors of the sunset were brilliant.
6. Before the storm the sky became dark.
7. The clouds looked heavy and threatening.
8. The air was close and still.
9. Each thing in its place is best.

ORAL EXERCISES

I. What part of speech is omitted from each of the following sentences? Supply the necessary word and tell in each case about what it makes an assertion; as, "In the autumn the leaves *fall* from the trees. *Fall* makes an assertion about *leaves*." Find several words that might be used to make an assertion in each sentence:

1. In the autumn the leaves —— from the trees.
2. The days —— short and cool.
3. The squirrels —— nuts for the winter.
4. The birds —— to a warmer region.
5. Frost —— the plants in the garden.
6. The fields —— brown and bare.
7. We —— wood for the fire.
8. We —— corn and —— apples.
9. Across the fields we ——.
10. The sound of a shrill whistle —— me.
11. The colors of the rainbow —— brilliant.
12. The tree —— straight and tall.
13. We —— the first game of the season.
14. The early pioneers —— many hardships.

II. Select the verbs in the following sixteen sentences. Some of them denote action and some do not.

1. Old Mother Hubbard went to the cupboard.

NURSERY RIME

2. One good turn deserves another.

PROVERB

3. Pride goeth before destruction.

BIBLE

4. Children, you are very little,
And your bones are very brittle.

ROBERT LOUIS STEVENSON

5. Three wise men of Gotham went to sea in a bowl.

NURSERY RIME

6. Silence gives consent.

GOLDSMITH

7. Every hour has its end.

SCOTT

8. You never miss the water till the well runs dry.

PROVERB

9. It never rains but it pours.

PROVERB

10. Live and learn.

PROVERB

11. The greatest talkers are the least doers.

PROVERB

12. Some temptations come to the industrious, but all temptations attack the idle.

SPURGEON

13. After the storm comes the calm.

PROVERB

14. A good name is better than riches.

PROVERB

15. The oak roars when a high wind wrestles with it;
the elm groans, the beech shrieks, the ash moans with anguish.

THOMAS STARR KING

16. One becomes fond of the work that one does well.

The Verb Phrase

The verbs that you have studied thus far are verbs that consist of one word only; as in *The boy runs*, where the word *runs* makes the assertion. In many cases,

however, more than one word is required to make the assertion. If we say *The boy is running*, the two words *is running* make the assertion about the boy, and if we say *The boy has been running*, we use the three words *has been running* to make the assertion.

When two or more words are used to make an assertion, they are called a **verb phrase**. The following verbs are often used in forming verb phrases :

am	are	is	been	was	were
have	has	had	do	does	did
shall	should	will	would		
can	could	may	might	must	

A verb phrase usually consists of a word expressing action with one of these " helping verbs " before it, as in *The boy is running*; but sometimes a verb phrase consists entirely of these verbs, as in *we have been here before*. The verbs forming a verb phrase often follow immediately after one another, as in the sentences above.

ORAL EXERCISE

Read the following ten sentences and find the verb phrase in each :

1. My boat has lost its sail.
2. The fire is spreading rapidly.
3. You should drive more carefully.
4. We shall start very soon.
5. The chickens have been calling for food.
6. The moccasins were trimmed with beads and quills.

7. I am going to lunch now.
8. The boy was whistling gayly.
9. He has been in an airplane before.
10. We shall do our lessons right away.

The Verb Phrase (*continued*)

Sometimes the parts of a verb phrase are not together but are separated by another word or words, as :

The boy *is* not *running*.

The girl *has* almost *finished* her work.

In these sentences *is running* and *has finished* are verb phrases, but their parts are separated by the words *not* and *almost*.

ORAL EXERCISE

Find the verb phrases in the following sentences. In each case they are separated by one or more other words.

1. My neighbor did not recognize me.
2. The doctor will soon set the broken arm.
3. The tide was now running swiftly out.
4. On a clear day we can sometimes see Mt. Washington.
5. Where are you going?
6. This piece of sewing will soon be finished.
7. May I borrow your pencil?
8. Have you picked the grapes?
9. The cuckoo's voice was clearly heard.
10. You should never drive without a license.

WRITTEN AND ORAL EXERCISES

I. Copy the following sentences, filling the blanks with verb phrases. Each verb phrase is to consist of as many words as there are blanks. In each case let the last word of the verb phrase be a verb that asserts action, and let the other word or words be from among those in the list on page 187.

1. The wintry winds ———.
2. The snow ——— steadily for hours.
3. After school the children ——— probably ——— their sleds.
4. They ——— down hill.
5. The pond ——— not yet ——— over.
6. This weather ——— not ——— the ice solid.
7. The boys and girls ——— their skates.
8. I ——— to skate.
9. ——— you ——— how to skate?
10. Where ——— we ——— this afternoon?

II. Select the verb phrases in the following eighteen sentences. In some of the sentences the parts of the verb phrase are separated, but in others they are not.

1. To-morrow will bring another day.
2. No one can disgrace us but ourselves.
3. A cottage will hold as much happiness as a palace.
4. Rome was not built in a day.
5. Vessels large may venture more,
But little boats should keep near shore.
6. Pussy-cat, pussy-cat, where have you been?
7. A thin meadow is soon mowed.

8. A tree is known by its fruit.
9. You cannot boil water in a sieve.
10. We should make the best of everything.
11. A fool and his money are soon parted.
12. Lightning does not often strike twice in the same place.
13. No man can faithfully serve two masters.
14. Our forests have not been properly protected.
15. When do the birds fly south?
16. An angry man will seldom heed counsel.
17. A stout heart will always conquer bad luck.
18. Behind the clouds the sun is still shining.

Principal Parts of Verbs — Review

Below is a list of verbs that are often misused. Be sure you remember their principal parts perfectly so that you will be able to use each form correctly.

PRESENT	PAST	PAST WITH <i>have,</i> <i>has, had, was, were</i>
see	saw	seen
do	did	done
go	went	gone
come	came	come
run	ran	run
begin	began	begun
sing	sang	sung
ring	rang	rung
drink	drank	drunk
write	wrote	written
give	gave	given
break	broke	broken

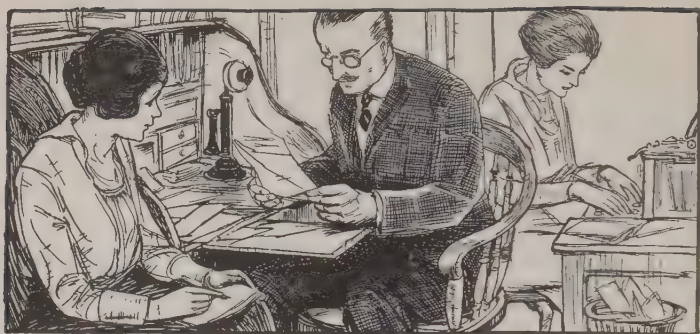
ORAL OR WRITTEN EXERCISE

Make sentences of your own, as your teacher directs, using each of the past forms of the verbs listed on page 190.

Test on Nouns, Pronouns, Verbs

Select all the nouns, the pronouns, and the verbs in the following sentences. Write them in three columns with the name of the part of speech at the head of each column :

1. You frightened them.
2. The clown amused the children.
3. The farmer is cutting hay.
4. The gypsies are coming ; they will soon be here.
5. Balboa discovered the Pacific Ocean.
6. The maid has swept the floor.
7. General Washington commanded the army.
8. The boy has been studying geography.
9. Will you show me the garden?
10. Is it yours or Jane's?
11. Has the man milked the cows?
12. Clara Barton organized the Red Cross.
13. I have paid the man a dollar.
14. Did the gardener send the flowers?
15. A trapper gave me the snowshoes.
16. Have you read the story?
17. He is the boy who won the prize.
18. The hunter feared the lion would attack him.
19. Has the club held a meeting, boys?
20. I think Tom is reading " Captains Courageous."



CHAPTER FOUR

LETTER WRITING

Business Letters

As you have already learned, the business letter differs from the friendly letter both in style and in form. What is the principal difference in style? What is the principal difference in form? In business letters where are the address of the writer and the date always placed? Where are the name and the address of the person written to placed? Examine the business letters in this book and see what salutations are used. How does the complimentary close of a business letter differ from that of a friendly letter? A business letter is usually written on single sheets of paper and on one side only.

These details may seem of little importance to you, but many a person has received a good position through attention to these forms, while others have failed to

obtain one through neglect or ignorance of them. As they are the accepted forms in the business world, it is important that every one should be familiar with them.

Letters of Application

Boys and girls of your age often want to write letters applying for work. Below is a letter of this kind. Study it carefully, noticing particularly the salutation, the complimentary close, and the placing of the various parts.

423 Forest Avenue
Detroit, Michigan
June 25, 1928

Messrs. Hart and Company
54 Jefferson Avenue, Detroit, Michigan
Dear Sirs:

I have heard that you are in need of a boy to help in your store, and I wish to apply for the position for the summer.

I have had a little experience in the grocery business, having worked during my last summer's vacation for Mr. Daniel Edmunds of 354 Woodward Avenue. I am thirteen years old, and large and strong for my age.

The principal of the school I attend, Mr. James Alden of 506 Second Avenue, has given me permission to use his name as reference, and Mr. Edmunds also says that he will be glad to recommend me.

Very respectfully yours,
James Sherman

Notice the title *Messrs.* in the letter on page 193. How is this title used? *Messrs.* is the plural form of *Mr.* and is pronounced as if it were spelled "Messers." It is a title that one often has occasion to use in writing business letters.

Original Letters — Business and Friendly

I. Write a letter to some business house in your town, asking for work. Apply either for a full-time position for the summer, as in the letter on page 193, or for a part-time position, such as errand boy or girl, that will occupy only your Saturdays or your after-school hours. Follow the model on page 193.

II. Write to the principal of your school or to your teacher, explaining that you want to get work either for the summer or for afternoons. Ask for advice in regard to the best lines of work for boys or girls of your age, and ask also if you may give his or her name as a reference. Address the envelope to the house of the person to whom you are writing.

Plurals of Proper Names, Letters, and Figures

I. You learned in your study of the letter on page 193 that when you address a firm consisting of several men you use the plural form of the title *Mr.*, which is *Messrs.*

There is no plural form of the title *Mrs.*; when we speak of two married women with different names we say, for example, *Mrs. Wheeler and Mrs. Adams*. If they have the same name, we say *the Mrs. Wheelers*.

When two people, each with the title of *Miss*, are spoken of, we say, for example, *the Misses Wheeler and Adams*, or if they have the same name, we may say either *the Miss Wheelers* or *the Misses Wheeler*.

Remember which of these titles are abbreviated and therefore end with a period and which are not abbreviated and do not require a period.

Mr. *Messrs.* *Mrs.* *Miss* *the Misses*

II. Below are examples of other plurals that are often used in business letters :

Please send me two dozen initial handkerchiefs, one dozen having small K's and the other dozen having small M's.

Notice how the plurals of the letters above are written. This is a very peculiar use of the apostrophe. The plurals of figures are formed in the same way.

Make your 7's and 9's more carefully.

In the olden days people often spoke of learning the three R's, meaning reading, writing, and arithmetic. Can you tell why these studies were called the three R's?

Letters and figures form their plurals by adding an apostrophe and s.

WRITTEN EXERCISE

Direct envelopes to the following, using instead of the two full names the proper plural form. Place the address in the lower half of the envelope and make it look as well as possible. Write your own name and residence in the upper left-hand corner of the envelope.

II. Find in your spelling book or dictionary the abbreviations for the names of the states and make a list of them, writing after each the name in full.

III. Copy the following list and after each word write its abbreviation. Look in your arithmetic for these abbreviations.

inch

pint

ounce

foot

quart

pound

yard

gallon

barrel

How to Order Goods by Letter

The letter below is a kind of business letter that people very often have occasion to write. Notice that while it is brief and to the point it is courteous in tone.

30 St. James Place
Brooklyn, N. Y.

July 15, 1928.

Vandyke and Company

Fifth Avenue and 34th Street

New York, N. Y.

Gentlemen :

Will you please send me C. O. D. seven yards of dress material like the inclosed sample? In case you have no more of the goods in stock, please send me samples of serge as nearly like this in quality and shade as possible, in order that I may make another selection.

Very truly yours,
(Miss) Mary Stevens

Notice that in this letter the title *Miss* is placed before the signature. Can you see any reason for this? If the writer had been a married woman, she would have signed her own name and would have placed *Mrs.* in parenthesis before it, or if she preferred to be addressed by her husband's name, she would have placed that name in parenthesis below and to the left of her signature; as,

Very truly yours,
Mary Stevens
(Mrs. William H. Stevens)

The titles by which other people address you, as *Mr.*, *Mrs.*, *Miss*, are not a part of your name; therefore they must not be included in your signature. When it is necessary to give your title to the person to whom you are writing, inclose it in parentheses.

Sprague and French, of 57 Reade Street, New York, N. Y., advertise in their latest catalogue a fishing rod called "Favorite" No. S. 14, at \$1.50.

Write to the firm, ordering this rod. Send your money by post-office money order and ask them to fill your order as promptly as possible, as you wish to make use of the rod at once.

Additional Business and Friendly Letters

I. Pretend that your mother is planning to take the family to the country this summer. The following advertisements in the morning paper have attracted her:

Oak Bluff Inn. — Select, small boarding house on Deal Lake, N. J. Motor boats and canoes free to guests. Four blocks from ocean; reasonable rates.

Country board at a farm; good table; healthful surroundings; our own products used. Address Mrs. W. S. Clark, R. F. D. 2, Box 61, Allendale, N. J.

Brooklawn Lodge, Warrensburg, N. Y. — Farmhouse; near village; ideal location; first-class; abundant table; fishing, bathing, etc.

Your mother is too busy to answer the advertisements herself and has asked you to write for her. Select the advertisement that interests you most and write for full particulars as to rates, accommodations, etc. Tell how many persons there will be in your party, how many rooms you will require, and how long you are planning to stay.

Arrange this letter in good business form. An outline carefully planned will help you to do this. It will also suggest the proper order or sequence of your paragraphs.

II. Pretend that your mother has decided upon this place. Write a letter to your best friend, inviting him or her to visit you there. Tell all the interesting things you have learned about the place, and suggest plans for the good times you may have together.

III. Write a letter to the librarian of the public library in your town, inquiring whether the library contains a certain book which you wish to read, and, if so, asking to have it reserved for you.

A Letter Exhibit

Have a letter exhibit in your class. Divide the class into groups, letting each group work on one or more of the kinds of letters suggested below. Let each group act as a committee to choose the two best letters written by that group for the exhibition. These letters must be both well arranged and well expressed. Envelopes properly addressed should accompany all letters, but the letters should not be inclosed. On the day of the exhibition post in the room the letters you have selected, with the accompanying envelopes.

The letters on exhibition should be carefully examined by the entire class, and a vote should be taken on the three or four best. These should receive some mark of distinction, as is customary in exhibits of various kinds — a star, a ribbon, or anything else that the class may choose.

Have in the exhibit letters of the following kinds :

- | | |
|---|-------------------------|
| 1. Ordinary friendly letters | 5. Formal acceptances |
| 2. Letters of thanks | 6. Formal regrets |
| 3. Formal invitations | 7. Informal acceptances |
| 4. Informal invitations | 8. Informal regrets |
| 9. Letters applying for positions | |
| 10. Letters making inquiries of a business nature or ordering goods | |

Let two of your letters of invitation be copies of letters sent to your principal and to your teacher of last year, asking them to come to your exhibit.

CHAPTER FIVE

IMPORTANT FACTS TO REMEMBER — REVIEW

The Paragraph

The following selection is not properly arranged; it should be written in three paragraphs. Read it, and decide where each new paragraph should begin. Write the selection, indenting the first word of each paragraph about half an inch.

THE UNKNOWN WEST

When our fathers were fighting for independence, the land they fought for was not our great land of to-day. It was little more than the narrow strip of country lying between the Atlantic Ocean and the Appalachian Mountains. The land west of the mountains was a rough country. On its prairies great herds of bison roamed and in its forests wild beasts and oftentimes wilder Indians lurked. To two brothers perhaps more than to any other men is due the fact that this vast country soon became a settled part of the United States. These brothers were George Rogers Clark and William Clark. George Rogers Clark conquered the land northwest of the Ohio River, and his brother, together with his friend Lewis, later explored the far Northwest.

Sentence Recognition

Some of the following groups of words express complete thoughts and are, therefore, sentences; others do not express complete thoughts and are, therefore, not sentences. Make sentences of all the incomplete groups.

1. Open the door
2. The ice having by this time melted
3. In spring the birds come back from the South
4. In May and June when the birds in every tree top are bursting into song
5. The branch which was broken by the severe storm of last night
6. Softly and silently fell the feathery flakes
7. Softly and silently from the clouds, covering the deserted harvest fields and the bare woodlands
8. In the morning when the sun shone brightly the little stars in the grass wakened
9. The little brown house under the apple tree
10. In a certain mountain glen a little spring of cool pure water bubbled out of the ground

Nouns

Make a list of the nouns in the following selection:

The whole family with household furniture and farming utensils are hoisted into a covered cart. This done, the pioneer shoulders his ax, takes his staff in hand, whistles "Yankee Doodle," and trudges off to the woods, confident of the protection of Providence.

Having buried himself in the wilderness, he builds himself a log hut, clears away a cornfield and potato patch, and is soon the possessor of a snug farm.

WASHINGTON IRVING (*Adapted*)

Pronouns

I. Fill in the blanks in the following paragraph with appropriate pronouns :

—— watched the lovely pink blossoms as —— fluttered from the tree. A robin darted past ——, flying close to my head, but —— was so occupied with my thoughts that —— scarcely noticed ——.

Suddenly a burst of song roused ——, There on a branch —— sat, his throat swelling, as —— poured out his joyous song.

II. Be sure to remember, when speaking of yourself and others, to mention yourself last. Say :

John and I are going to the ball game.

My father, mother, and I went to the country.

Alice invited my sister and me.

Walk home with Harry and me.

It is sometimes puzzling to know whether to use *I* or *me* in speaking of yourself and some other person. That is, should you say "Frank, Tom, and I played ball" or "Frank, Tom, and me played ball"? Should you say "Father gave the book to my sister and I" or "Father gave the book to my sister and me"? If you drop the name of the other person from your

sentence, you will have no trouble in deciding which pronoun to use. You would not think of saying " Me played ball " or " My father gave the book to I."

Fill the blanks in the following sentences with either *I* or *me*. Say the completed sentences many times until they sound natural to you.

1. Our teacher appointed Mabel, Gertrude, and —— as monitors.
2. Irving, Edward, and —— are making a boat together.
3. May she go to the theater with mother and ——?
4. You, Irving, and —— will do our work together.
5. She gave her promise to you and ——.
6. He asked this favor of you and ——.

Analysis of the Sentence

Read each of the following sentences aloud and state whether it is declarative or interrogative. If it is exclamatory, state this fact as well. Give the subject and predicate of each sentence ; as,

Late lies the wintry sun abed is a declarative sentence.

The subject is *the wintry sun*.

The predicate is *lies abed late*.

1. Time passes like the wind.
2. All men are created equal.
3. Thou shalt not bear false witness against thy neighbor.
4. God save the king !
5. After clouds comes clear weather.
6. Fine feathers do not make fine birds.

7. Learn to find great pleasure in very little things.
8. Somewhere the birds are singing evermore.
9. A house without books is like a room without windows.
10. Where shall wisdom be found?
11. In the heart of the rabbit fear always abides.
12. We should be as careful of our words as of our actions.
13. Love thy neighbor as thyself.
14. On bad and on good the sun alike shineth.
15. How doth the little busy bee
Improve each shining hour!
16. Who provideth for the raven his food?
17. In the heart of the pearl are all the shade and
shine of the sea.
18. Look at the bright side of things.
19. How beautiful is night!
20. Deep in tangled underbrush
Flits the shadowy hermit thrush.
21. Among the stubbled corn
The blithe quail pipes at morn.
22. Be thou faithful unto death.

Review of Verbs

Select the verbs in the following sentences orally, or make written lists of them, as your teacher may direct:

1. Little Polly Flinders sat among the cinders.
2. A small unkindness is a great offense.

3. At evening when I go to bed
I see the stars shine overhead;
They are the little daisies white
That dot the meadow of the night.

4. Sleep, baby, sleep,
Thy father watches the sheep,
Thy mother shakes the dreamland tree
And down falls a little dream for thee.
Sleep, baby, sleep.

5. A little nonsense now and then
Is relished by the best of men.

6. Habit is a cable. We weave a thread of it every day and at last we cannot break it.

7. He who receives a good turn should never forget it; he who does one should never remember it.

8. When a man dies, mortals ask what property he has left behind him, but the angels ask what good deeds he has sent before him.

9. The United States makes more automobiles, and uses more automobiles, than any other country.

10. Ask your purse what you shall buy.

11. He that would govern others must first govern himself.

12. Keep cool and you can command everybody.

13. I once stood in the forest, a beautiful beech tree. Birds built their nests in my branches, cattle rested under my shadows, winds brought messages to me from wheat and clover fields. At last the forester came and I fell like a giant.

14. A book is a magic sort of thing
That makes you sailor, chief, or king.
15. The Declaration of Independence states that all men are created equal.
16. The Union Pacific Railway was built westward from Omaha; the Central Pacific was built eastward from Sacramento. The two roads were joined in Utah.

TRIAL TESTS

These trial tests, which cover the important points of this year's work, are similar to the final tests which follow. Correct your mistakes carefully so that you will not make them again in the final tests.

I. Paragraph and Sentence Study. Here is a composition, written by a pupil of your age, without the capitals and punctuation marks that it should have. Copy it, inserting the necessary capitals and marks of punctuation, and show its division into paragraphs. There should be three paragraphs.

MY TRIP TO PHILADELPHIA

on february 14 of this year i went to philadelphia with my father first we went to independence hall where the first continental congress met and where the declaration of independence was adopted on july 4 1776 the original furniture is still in the hall and the old liberty bell is kept there in one room there are busts of many famous men of that time we then passed by carpenters hall we did not stop there as it was closed but went on to the delaware river and saw the large suspension bridge

that connects pennsylvania and new jersey next we visited the betsy ross house where the first american flag was made in 1776 we also saw the churchyard where the grave of benjamin franklin is

II. Nouns and Pronouns. On a sheet of paper write in one column all the nouns, and in another column all the pronouns, that you find in the following sentences. After each pronoun write the word to which it refers, if there is any.

1. Few men can do all they plan to do.
2. You can always find faults if you look for them.
3. Do you consider yourself a better player than I am?
4. Good health and good sense are two of life's greatest blessings.
5. He who walks only where he sees men's tracks is not likely to make discoveries.
6. No problem is so hard but search will find it out.
7. The task which you have to do is easy.
8. I have a little shadow that goes in and out with me.
9. God called the light day, and the darkness he called night.
10. Neither of us could find the tall tree.

III. Verbs. Write on a piece of paper a list of all the verbs and verb phrases that you find in the following sentences. There are thirteen in all.

1. Will you come with her and me?
2. For three hours the rain has been steadily falling.
3. Our furniture has been packed; it will be stored for the winter.

4. When may we read the book you wrote?
5. I am almost ready for school.
6. I am reading "David Copperfield."
7. The boys' bats were left on the field.
8. The flag was not hauled down.
9. The flag was torn, but it still waved.
10. The chair might have been broken in their mad scuffle.

IV. Analysis of Sentences. On a piece of paper write the figures from 1 through 10. Opposite the appropriate number write whether each sentence is declarative, interrogative, or exclamatory, and indicate its subject and predicate.

Example. Interrogative. *Who — killed Cock Robin?*

1. One by one the sheep came down the lane.
2. The path of duty leads to happiness.
3. Over our heads waved our flag.
4. How brightly the stars are shining to-night!
5. Take time by the forelock.
6. The folds of the flag on the hill were fluttering in the breeze.
7. Is it warm outside to-day?
8. Put a period at the end of each statement.
9. Where are you going so hastily?
10. Long may our flag wave.

FINAL TESTS

These tests are similar in form and cover the same points as the trial tests you have just taken. If you

corrected carefully the mistakes of your trial tests, you should do these final tests perfectly.

I. Paragraph and Sentence Study. The composition given below was written by a girl of about your age. As printed here, it lacks the capitals and the punctuation marks that it should have. Copy it, inserting the necessary capitals and marks of punctuation, and show its division into paragraphs. There should be two paragraphs.

A STORM AT NIGHT

rain rain rain the sun had hidden itself away for the last six days as i walked in the forest all was wet bleak and dreary night was coming on not a house was in sight would i be forced to spend the night out in this driving rain with no shelter near just as I was wondering what to do an old hut caught my eye at least it would be protection i entered how dingy everything looked in the corner was a rusty looking table with a cracked cup and a rusty spoon on it i lay on the floor and tried to sleep but it was useless the storm raged outside and the trees swayed to and fro in the strong wind the rain beat down on the roof and through the great leaks poured torrents of water i cannot express how uncomfortable i was or how glad i was to see the sun the next morning

II. Nouns and Pronouns. On a sheet of paper write in one column all the nouns, and in another column all the pronouns, that you find in the following sentences.

After each pronoun write the word to which it refers, if there is any.

1. The bee's honey does not atone for its sting.
2. Let us speak of all the best we can.
3. Keep your friends by fidelity, conquer your foes by kindness, and win all by goodness and courtesy.
4. There's no royal road to learning.
5. He who shall hurt the little wren
Shall ne'er be loved again by men.
6. Small cheer and great welcome make a merry feast.
7. You cannot govern others unless you can govern yourself.
8. Do you like the song which I just sang?
9. In all the shops that we visited we bought curios.
10. Education teaches you to walk alone.

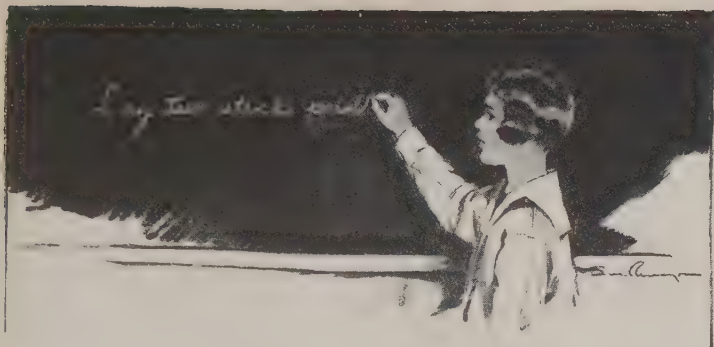
III. Verbs. Write on a sheet of paper a list of all the verbs and verb phrases that you find in the following sentences. There are thirteen in all.

1. Did you see the beautiful rainbow?
2. The dog has been patiently waiting for his master.
3. The boys were running about; they were hunting for something.
4. May we play in the yard?
5. I am very tired and I shall go to bed early.
6. I am going to the country in the morning.
7. The ship that we saw was buffeted by the waves.
8. The ship was staunch and new.
9. The miners' strike caused great distress.
10. Nothing could have been done about it.

IV. Analysis of Sentences. On a sheet of paper write the figures from 1 through 10. Opposite the appropriate number write whether each sentence is declarative, interrogative, or exclamatory, and indicate its subject and predicate.

Example. Declarative. *The sun — is high in the sky.*

1. During the storm a ship was driven on the rocks.
2. Beyond the river are the enemy's lines.
3. The sleep of a laboring man is sweet.
4. How great a fire a little spark kindleth !
5. Do not look a gift horse in the mouth.
6. Is it going to rain to-morrow ?
7. Down the street the thief dashed.
8. With whom did you go to the country ?
9. Make your sentences brief and clear.
10. The leaves of the rosebush were killed by the frost.



CHAPTER SIX

EXPLANATIONS

Did you ever say to your teacher, "I know my lesson but I cannot say it"; "I know how to do that example but I cannot explain it"? If you ever did, you really confessed one of two things — either that you only half knew your lesson, in other words, that you had not mastered it, or that you did not know the English language well enough to make yourself understood. If you actually know a thing and if you have a fair knowledge of English words, you will be able to make yourself clear.

On page 214 is an explanation of the way to build an Indian fire. It is evident that the writer knew exactly what to do and how to do it. He had mastered his lesson. He then told what he knew in clear, direct language, beginning with the first step and mentioning every other step in its proper order. Read the explanation :

A MICMAC FIRE

Lay two sticks parallel and put between them some dried grass, dead leaves, small twigs, and the paper in which your lunch was wrapped. Then lay two other sticks crosswise on top of your first pair. Strike your match and touch your kindlings. As the fire catches, lay on other pairs of sticks, each pair crosswise to the pair that is below it, until you have a pyramid of flame. This is a "Micmac fire" such as the Indians make in the woods.

HENRY VAN DYKE ¹

The directions for making a Micmac fire are so clear that anybody, after reading them carefully, could go into the woods and build one without trouble.

Write a paragraph telling how to do one of the things listed at the top of the following page, imitating as closely as possible Mr. Van Dyke's clear, direct manner of telling how something is done.

Be careful to mention things in their proper order. The observance of this rule or standard is particularly important in explanations. You may get the gist of a story or a description even if events are not told in the exact order of their happening, but an explanation is a poor jumble unless each step is in proper sequence.

If you do not know exactly how to make any of the things mentioned in the following list, choose for your

¹ From "Fisherman's Luck." Copyright, 1899, by Charles Scribner's Sons.

subject something else that you do know how to make so well that you can explain it clearly.

How to make a Jack-o'-Lantern
How to make Soap Bubbles
How to make Fudge
How to make a Garden
How to make a Boat
How to make a Playhouse

After all the compositions have been read aloud and discussed, you will think of many ways in which you might have done better. For your next composition lesson write on one of the other subjects suggested in this exercise or on some similar topic in which you are interested. Make your second attempt an improvement upon your first.

Correct Use of *Lie* and *Lay*

Notice how the word *lay* is used in "A Micmac Fire." What other word might you substitute for it in every case?

Lay and *laid* are two forms of the same word. They both mean *put* or *place in position*.

We use *lay* when we speak of placing a thing in position in the present time; as, "*Lay* two sticks parallel."

We use *laid* when we speak of having placed a thing in position in the past time; as, "I *laid* some birch bark between the sticks."

The word *lie* is often confused with *lay*. *Lie* means *recline or rest in a horizontal position*. The past form of *lie* is *lay*; this is often confused with *laid*.

We use *lie* when we speak of resting in the present time; as, "I like to *lie* here under the trees."

We use *lay* when we speak of resting in the past time; as, "I *lay* under this tree reading all yesterday afternoon."

The principal parts of the two verbs are as follows:

PRESENT	PAST	PAST WITH <i>have</i> , <i>has</i> , <i>had</i>
lie	lay	lain
lay	laid	laid

ORAL AND WRITTEN EXERCISES

I. Explain the use of the different forms of *lie* and *lay* in the following sentences:

1. The autumn leaves lie heaped in every hollow.
2. Once a little baby lay
Cradled in the fragrant hay.
3. Cyrus West Field laid the Atlantic cable.
4. Lay down the ax; fling by the spade;
Leave in its track the toiling plow.
5. See the pretty snowflakes falling from the sky,
On the wall and housetop soft and thick they lie.
6. Slowly and sadly we laid him down.
7. And soft and still the moonlight lay
Upon the bosom of the bay.

8. Hush, my dear, lie still and slumber!

Holy angels guard thy bed.

9. Never lay down your arms while a foe threatens your country.

II. Read the following sentences, filling each blank with the correct form of *lie* or *lay*:

1. I —— the baby on the bed.

2. I said, “—— still and go to sleep.”

3. She would not go to sleep but —— there laughing and playing.

4. I —— down beside her and dropped asleep myself.

5. I seldom —— down during the day.

6. I do not like to —— in a hammock.

7. We —— out our tennis court yesterday.

8. —— aside your work and play a game.

9. He —— like a warrior taking his rest.

10. —— down with me under the oak tree.

11. I have —— on the couch for an hour.

12. He has —— the papers in the drawer.

13. I have —— aside some clothing for the Salvation Army.

14. Where does the Unknown Soldier ——?

15. They —— the half-drowned man on the beach.

16. Who —— (past) the blame of the accident on me?

III. Write three sentences in which you use *lie* correctly, three in which you use *lay* (reclined), three in which you use *lay* (place in position), three in which you use *lain* with *have*, *has*, or *had*, and three in which you use *laid* with *have*, *has* or *had*.

Explanations That Call for Reasons and Opinions

I. Your last explanations consisted of directions how to make or do things. There are some explanations that call not for directions but for opinions and reasons; for example :

1. Why every boy and girl should learn to swim
2. The best way to learn to swim
3. Why you were late for school
4. What you intend to be when you are grown up (giving the reasons for your choice)
5. Why you would rather be a boy than a girl — or why you would rather be a girl than a boy

Select one of these five subjects, think it through carefully, and make your explanation as clear as you did in giving the directions called for on pages 214 and 215.

An outline like the following will help you to keep your explanation clear and orderly. By means of it you say all you have to say on one topic before you go on to the next. Before you write your composition, make an outline for it similar to this one :

Why every boy and girl should learn to swim.

- I. Swimming is good exercise.
 1. It uses practically every muscle in the body.
 2. It makes you breathe deeply.
- II. Knowing how to swim is very useful.
 1. It may save your life. (canoes, bathing)
 2. It may save the life of some one else.
- III. Swimming is one of the best of sports.
 1. There is nothing that is more fun on a hot day.

II. Write one of the following letters. Let the class divide into groups according to the letters the pupils select to write. Let each group work out a plan or outline covering the points that should enter into the explanation of the letter that each group member is going to write.

1. To a little English girl, explaining why we keep Thanksgiving Day.

2. To a boy in the South, explaining what coasting is and how you do it.

3. To a girl in the North, explaining when and how Memorial Day is celebrated in the South.

4. To a foreign boy or girl who has recently moved to this country, explaining why and how we celebrate the Fourth of July.

5. To a person who has never seen your town or city or county, telling why you like to live in it.

An Explanation in Verse

On the following page is an explanation in verse. Oliver Wendell Holmes, the author of the verses, wrote many humorous poems. In this one he gives the reasons why he no longer dares to write as humorously as he did on one occasion.

In reading the poem watch for the order of the steps. Though the whole thing is just fun, the author tells of events in an orderly way. He begins with the first effect on his servant and then speaks of all the others in their natural sequence.

THE HEIGHT OF THE RIDICULOUS

I wrote some lines once on a time
In wondrous merry mood,
And thought, as usual, men would say
They were exceeding good.

They were so queer, so very queer,
I laughed as I would die;
Albeit, in a general way,
A sober man am I.

I called my servant, and he came;
How kind it was of him
To mind a slender man like me,
He of the mighty limb!

"These to the printer," I exclaimed,
And, in my humorous way,
I added (as a trifling jest),
"There'll be the devil to pay."

He took the paper, and I watched,
And saw him peep within;
At the first line he read, his face
Was all upon the grin.

He read the next; the grin grew broad,
And shot from ear to ear;
He read the third; a chuckling noise
I now began to hear.

The fourth ; he broke into a roar ;
The fifth ; his waistband split ;
The sixth ; he burst five buttons off,
And tumbled in a fit.

Ten days and nights, with sleepless eye,
I watched that wretched man,
And since, I never dare to write
As funny as I can.

OLIVER WENDELL HOLMES

If you will find out what a *printer's devil* is, you will understand better how the author is playing with words in the fourth stanza.

Everyday Explanations

Do you realize that almost every time you recite in your history or your geography or your arithmetic class, you are explaining to your teacher and your classmates what you have learned about some important topic, or how you have done a given piece of work? Your recitations, then, are exercises in English as well as in the other subjects of the curriculum, and should therefore be as clearly and as interestingly expressed as any other language exercise. See how well you can prepare and explain at least one from each of the groups of topics on the next two pages.

The boys and girls who have extra time at their disposal may prepare and explain another one of the

topics suggested or some other topic in which they are especially interested, perhaps in science or hygiene.

History

I. HOW THE INDIANS LIVED IN THE EARLY COLONIAL DAYS

1. Their dwellings, dress, food
2. The work of the men ; of the women
3. Their attitude toward the white man

II. THE FOUNDING OF NEW YORK

1. Why the Dutch were seeking a new route to Asia
2. Whom they sent out to find this route
3. What Hudson discovered on his first voyage
4. What experiences he had with the Indians

Geography

I. LUMBERING IN THE UNITED STATES

1. Location of the great lumbering regions
2. Description of a lumber camp
3. The felling of the trees and their transportation
4. The need of conservation

II. CATTLE RAISING ON THE PLAINS

1. The life of the cowboy
2. The round-up and branding of the cattle
3. The temperature, rainfall, surface, and vegetation of the cattle-raising sections

Arithmetic

I. You wish to buy a narrow strip of carpeting to run the full length of a hall 48 ft. long. How much must you pay for the carpet at \$2.50 a yard? Explain every step.

II. Eggs were formerly always sold by the dozen or fraction of the dozen; potatoes and apples were sold by the peck or bushel. Now these articles are often sold by the pound. Which method is better? Why?

In preparing for these explanations, especially those in history and geography, collect all the information possible on the points suggested. Look up the subjects in your textbooks, the encyclopedia, the "Book of Knowledge" or "The World Book"; or go to the nearest public library and ask for some book that may help you. As you read, take notes of interesting and important facts. When you have collected the necessary information, arrange your work.

When the various explanations have been given, talk them over, decide which were the clearest and most interesting, and what made them so.



CHAPTER SEVEN

HOW WORDS ARE USED IN SENTENCES

Modifiers and Connectives

You have studied the kind of work done by the noun, the pronoun, and the verb. You are now to study the work done by words that modify the noun, the pronoun, and the verb.

Adjectives

THE COYOTE

Mark Twain describes the coyote as a long, slim, sick, sorry-looking skeleton with shaggy, gray hair and a furtive and evil eye. No words could better picture this contemptible animal. He slinks along with drooping tail, so mean, so spiritless, so cowardly that all creatures despise him. His cry is a peculiar, doglike yelping, something between a howl and a

bark. This cry is a familiar sound on the great plains and in the desert lands of the West. It rings out weirdly over the vast solitudes and proclaims to all within earshot the arrival of the early dawn.

In the sketch above, why is the coyote spoken of as a *skeleton*? What four words are used to describe this skeleton? What two words are used to describe the coyote's hair? What work do the words *furtive* and *evil* do? Of what use is the word *contemptible*?

Make a list of the descriptive words in the first and second sentences, and after each write the *noun* used for the name of the thing it describes; as,

long skeleton

slim skeleton

You see that each descriptive word in the first and second sentences *describes* the thing named by the noun. Words of this kind that describe nouns are called **adjectives**.

You will often find the adjective following the word it describes. In the sentence "His hair is shaggy and gray," you will see at once that *shaggy* and *gray* describe the hair just as they do in the sentence "He has shaggy, gray hair."

Now look at the third sentence. What word is used in place of *coyote* here? In this sentence the words *mean*, *spiritless*, and *cowardly* are adjectives and describe the meaning of the pronoun *he*. Here also they follow the word whose meaning they describe.

In the third sentence occur the words "all crea-

tures despise him." The word *all* does not exactly describe *creatures*, but it does affect the meaning of the word. So in "This cry is a familiar sound," the word *this* does not describe the cry, but it affects the meaning of *cry* by limiting it to a particular cry. What work does *no* in the second sentence do?

We find, then, that adjectives may affect the meaning of, or *modify*, nouns or pronouns, and that they may stand either before or after the nouns or the pronouns whose meaning they modify.

An adjective is a word used to modify a noun or a pronoun.

If we say "Please give me *a* book" or "Please give me *an* apple," we limit the meaning to any one book, or to any one apple. If we say "Please give me *the* book" or "Please give me *the* apple," we limit the meaning to some particular book or apple. The adjectives *a*, *an*, and *the* are called **articles**.

ORAL EXERCISES

I. — birds are singing

Insert each of the following adjectives in the sentence above and notice how it modifies the meaning of the word *birds*:

strange	two	these	many	what
no	few	those	some	which

II. Notice the following groups of words, each composed of an adjective with the noun it modifies. Write

the list of nouns, and replace each adjective with an adjective of opposite meaning.

Example. tall bushes : *short* bushes

- | | |
|---------------------|-----------------------|
| 1. noisy children | 9. lazy boy |
| 2. soft cushion | 10. cross manner |
| 3. fine linen | 11. idle men |
| 4. dark color | 12. tame animal |
| 5. gloomy day | 13. small island |
| 6. old chair | 14. many stars |
| 7. happy expression | 15. interesting story |
| 8. cold weather | 16. selfish person |

III. In the following sentences the adjectives are italicized. Name the noun or the pronoun which each modifies.

Example. *A* is an article and modifies the noun *heart*.

Loving is an adjective and modifies the noun *heart*.

1. *A loving heart is the truest wisdom.*
2. *One to-day is worth two to-morrows.*
3. *Every day is the best day of the year.*
4. *The poorest man may be a true gentleman.*
5. *The east coast has many small harbors.*
6. *No sound broke the evening stillness.*
7. *Many American products are sent to those foreign countries.*
8. *A strong wind drove the threatening clouds away.*
9. In *our* country there are *rich* orchards, *great* fields of *yellow* wheat, and *countless* plantations of *snowy* cotton.
10. *The lovely Italian* lakes are visited *each* year by tourists from *all* parts of *the* world.

IV. Select the adjectives in the following sentences. Show that you are right by telling the noun or the pronoun modified by each adjective.

Example. Few men like such food. *Few*, *such*. *Few* modifies the noun *men*. *Such* modifies the noun *food*.

1. A small spark makes a great fire.
2. March is a stormy, windy month.
3. These trees give useful timber.
4. The old attic held some queer treasures.
5. The north wind brings cold weather.
6. The sleeping fox catches no chickens.
7. A merry heart makes a cheerful countenance.
8. Many hands make light work.
9. The English language is our mother tongue.
10. The dark forest frightened the little children.
11. The clanging bells startled the drowsy village.
12. The army included many different nationalities.
13. A great artist painted this little picture.
14. Most children enjoy the old fairy tales.
15. These Spanish grapes make good raisins.
16. No man can serve two masters.

V. In most of the sentences that you have thus far studied, the adjective has come before the word it modified. It frequently, however, follows the noun or the pronoun to which it belongs. In the sentence *The roses are fragrant*, *fragrant* describes *roses*, and therefore is an adjective that modifies the noun *roses*.

Some of the adjectives in the following sentences come before and some after the nouns or the pronouns

they modify. See if you can recognize them all and tell what word each modifies. The number in parenthesis tells how many adjectives there are in each sentence, not counting the articles.

1. Some days must be dreary. (2)
2. The inner sides of all clouds are bright. (3)
3. The old man has been unsuccessful. (2)
4. I hope these answers are right. (2)
5. He was honest, courageous, self-respecting. (3)
6. The chipmunk is a clean, pert, dapper, nervous little fellow. (5)
7. The old stone castle looked forbidding. (3)
8. The poor woman seemed unfortunate. (2)
9. Are your new skates sharp? (3)
10. "I am tired," said the little child. (2)
11. This fresh fruit tastes delicious. (3)
12. These old-fashioned simple flowers are beautiful. (4)
13. Was the poor boy lonely? (2)
14. The autumn leaves turned crimson. (2)
15. The heavy rain made the pavements clean. (2)
16. Our kind friends became anxious. (3)

Using Adjectives Correctly

I. The adjective is one of the most abused words in our language. Many boys and girls use certain pet adjectives as if there were no other words in the English language to express their ideas. They are likely to say that they have "an awful lesson to learn," that they saw "an awful accident," that they heard "an awful noise," that there was "an awful storm."

People who are careful to use good English do not speak in this way. They use a greater variety of descriptive words, and use them more accurately. They might speak of an *awful* accident, but they would call a lesson *hard* or *difficult*, rather than "awful."

ORAL EXERCISE

Look in the dictionary for the true meaning of each of the following adjectives; then use the word correctly in a sentence:

fierce	strange	fine	terrible
awful	odd	great	wonderful
funny	queer	grand	nice

WRITTEN EXERCISE

Write before each of the following nouns an adjective that properly describes it. Do not use the same adjective twice.

- | | | | |
|--------------|--------------|----------|-----------|
| 1. explosion | 4. hymn | 7. party | 10. wreck |
| 2. sunset | 5. invention | 8. book | 11. scene |
| 3. mountain | 6. journey | 9. storm | 12. wind |

II. There are three forms of most adjectives. Thus we may say one orange is *sweet*, another is *sweeter* than the first, and a third is the *sweetest* of all.

When we compare two things only, we should use the form of the adjective that ends in *er*: *This is the sweeter of the two oranges*. When we compare three or more things we should use the form of the adjective that ends in *est*: *This is the sweetest orange of all*.

Study the following sentences :

1. Tom is the *taller* of the two brothers.
2. Both books are good, but this is the *better*.
3. Of the three pens I like mine *best*.
4. This road is the *shorter* of the two.
5. We have two sizes. Will you have the *larger* or the *smaller*?
6. Which of the two cities is *farther* from us?
7. Of the two women I think Mrs. Adams is the *pleasanter*.
8. Which is the *larger* of the two countries?
9. Both mountains are high. Which do you think is the *higher*?
10. Which is *nearer* the earth, the sun or the moon?

Words Used as Nouns and Adjectives

THE PROVINCIAL MUSTER

And now the army began to gather in Boston. Tall, lanky, awkward fellows came in squads and companies and regiments, dressed in their brown homespun clothes and blue yarn stockings. They came from the corn-fields, from the clearing in the forest, from the blacksmith's forge, from the carpenter's workshop, and from the shoemaker's bench.

HAWTHORNE ¹

Notice how the word *yarn* is used in the selection above. Taken by itself *yarn* is the name of some-

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thing, and therefore is a noun, but here, as it is used to describe *stockings*, it is an adjective. Whether a word is a noun or an adjective can usually be told from the way it is used. Notice, however, how the word *blacksmith's* is used in the selection on page 231. It is a noun showing possession, yet, like an adjective, it modifies the meaning of the noun *forge*.

I. In the groups of sentences below you will find the same word used both as a noun and as an adjective. Tell in the case of each italicized word which it is.

1. The people quickly gathered on the village *green*.
How *green* the grass is in early spring!
2. This is my own, my *native* land.
Alexander Hamilton was a *native* of the West Indies.
3. Come one, come all! this rock shall fly
From its firm *base* as soon as I.
The captured spy was guilty of *base* treachery.
4. God made two great *lights*; the greater *light* to rule the day, and the lesser *light* to rule the night.
A willing mind makes a *light* foot.
5. The public school is a truly *American* institution, created about three hundred years ago.
Every *American* is proud of it.
6. Father, we thank Thee for the night,
And for the pleasant *morning* light.
Cocks crow in the *morning* to bid us arise,
For he who sleeps late will never be wise.

7. *Stone* walls do not a prison make,
Nor *iron* bars a cage.
Strike while the *iron* is hot.

A *stone* that may fit in the wall is not left by the way.

II. Use each of the following words in two sentences ; first as an adjective, then as a noun :

- | | |
|-------------|----------------|
| 1. summer | 5. automobile |
| 2. village | 6. silver |
| 3. American | 7. New England |
| 4. evening | 8. forest |

Possessive Adjectives and Pronouns

My work is just begun, but *his* task is finished.

Our boys and *your* girls must finish *their* work.

Her pet is a canary ; *its* breast is yellow.

Since the words *my*, *his*, *our*, *your*, *their*, *her*, and *its* in the above sentences modify nouns, they are adjectives. As they all express ownership, they are called **possessive adjectives**. The most important possessive adjectives are : *my*, *thy*, *his*, *her*, *its*, *our*, *your*, *their*, *whose*.

This is her pen ; *mine* is lost.

This is his book ; *yours* (or *ours*) is on the table.

My work is hard, while *theirs* (or *hers* or *his*) is easy.

The words *mine*, *hers*, *his*, *ours*, *yours*, and *theirs*, as used above, do not modify nouns, but stand in place of nouns. They are therefore pronouns. Since they express ownership, they are called **possessive pronouns**.

Notice that the pronouns *hers*, *ours*, *yours*, *theirs*, and the possessive adjective *its*, do not take an apostrophe to show possession as nouns do.

The cat's fur is soft and thick.

Its fur is soft and thick.

Cat's is a possessive noun and modifies *fur*. *Its* is a possessive adjective and modifies *fur*.

ORAL AND WRITTEN EXERCISES

I. In the following sentences tell which of the italicized words are possessive adjectives and which are possessive pronouns :

1. *Your* pen is good but I like *mine* better.
2. The honeysuckle scatters *its* perfume far and wide.
3. It is easier to forgive *our* friends than *our* enemies.
4. *Theirs* is the only stone house in the village.
5. *Whose* watch is this? I think it is *hers*.
6. *Your* garden is larger than *ours*.
7. In *his* almanac Benjamin Franklin has many proverbs.
8. Is this *his* or *mine*?

II. Write five sentences with possessive adjectives and five with possessive pronouns.

Dictation Exercise — *It's* and *Its*

The contraction *it's* for *it is* should not be confused with the possessive adjective *its*.

Explain why, in selections 1, 2, and 3 on page 235, *it's* is written with an apostrophe in some cases, and why *its* is written without one in others.

Study the selections and write them from dictation :

1. The Arabs say that the palm tree must have its feet in running water and its head in the burning sun.

2. "A dog growls when it's angry," said the cat, "and wags its tail when it's pleased. Now I growl when I'm pleased and wag my tail when I'm angry."

LEWIS CARROLL

3. Among the most interesting birds of the Rocky Mountains is the water ouzel. It loves the swift, cool mountain streams. It builds its nest within reach of their spray, it finds its food within their depths, and it mingles its song with the music of their waters.

ENOS A. MILLS

Adjectives — Synonyms

The following words are selected from the paragraph on the coyote, pages 224-225. Notice how they are used in the description and find as many synonyms for each as possible. Make a class exercise of this.

slim	evil	cowardly	contemptible
furtive	shaggy	vast	peculiar

Description of an Animal

Read again the paragraph describing the coyote on pages 224-225. Notice that first the general appearance of the animal is spoken of, including his shape, hair, eyes, and manner; and that next his cry, which is peculiar, is described at some length.



Write a similar paragraph, describing some wild animal that you have seen, telling first about its general appearance and then about some peculiarity that you have noticed.

You may have watched a bear or a lion or some other creature at the zoo ; or better still, you may have seen some wild animal in its own haunts — perhaps a beaver or a weasel or a mink.

Write as interesting a description as you can and try to use adjectives that will make others feel that they have seen the animal you are describing.

Adverbs

THE LION AND THE MOUSE

A little mouse that was frisking in the woods accidentally woke a sleeping lion. The lion put out his paw and caught the tiny creature ; but the mouse begged so piteously to be spared that the lion let him go.

Soon afterwards the lion was caught in a net. He struggled desperately to free himself, but every movement twisted the cords more tightly. He roared so frightfully that the other animals came to see what was the matter. Among them was the little mouse. He quietly went to work, gnawed the cords with his sharp teeth, and set the lion free. "You once saved my life," said the mouse ; "I have now shown you that a little friend may be a great friend."

ÆSOP

What word in the first sentence tells *how* the mouse woke the lion? Read the sentence, "A little mouse

accidentally woke a sleeping lion," substituting for *accidentally* each of the following words:

purposely

playfully

teasingly

You see that by the use of these words you change or modify the meaning of the word *woke*. What part of speech is *woke*? Words such as *accidentally*, *purposely*, and *playfully*, that modify the meaning of verbs, are called **adverbs**.

Find the following verbs in the story of "The Lion and the Mouse" and decide what adverb modifies each:

begged

struggled

roared

went

Adverbs sometimes modify words other than verbs. In the sentence "The mouse begged *so* piteously to be spared that the lion let him go," *piteously* modifies the meaning of *begged*, and therefore *piteously* is an adverb; but the word *so* modifies the meaning of *piteously*, and is also called an adverb.

What part of speech is *strong* in the sentence "The lion is a *very* strong animal"?

The word *very* in this sentence modifies the meaning of the adjective *strong*, and is called an adverb.

An adverb is a word used to modify a verb, an adjective, or another adverb.

Adverbs usually tell how, or when, or where. In "A little mouse *accidentally* woke a sleeping lion," *accidentally* tells *how* the mouse woke the lion. In "I have *now* shown you that a little friend may be a

great friend," *now* tells *when* the mouse has shown it. In the sentence "The lion put *out* his paw," *out* tells *where* he put his paw.

ORAL EXERCISES

I. Add to each verb in the following sentences an adverb that tells *how*:

1. The woman was sewing —.
2. The girls whispered —.
3. The birds are singing —.
4. The express train goes —.

II. Add to each verb in the following sentences an adverb that tells *when*. Use one word only.

1. I arrived —.
2. — speak the truth.
3. — do an unkind thing.
4. I am — late for school.

III. Add to each verb in the following sentences an adverb that tells *where*:

1. The little boy ran — from home.
2. I left my book — but I don't know —.
3. It was so slippery that I fell —.
4. The old beggar turned sadly —.

IV. Select the adverbs in the following sentences and tell what verb each adverb modifies:

1. The time passed quickly.
2. There go the scouts.
3. Did you ever hear a nightingale?

4. Drive the car carefully.
5. When did you write the letter?
6. I am going home now.
7. My cousin often comes here.
8. I shall not go yet.
9. Silently the Indian stole away.
10. The lecturer spoke well to-day.

V. Select the adverbs in the following sentences and tell what adjective each adverb modifies :

1. This fruit is not ripe.
2. The old man looks very tired.
3. We took the badly wounded dog to the animal hospital.
4. It was an extremely hot day.
5. Too many cooks spoil the broth.
6. What an unusually interesting book this is!
7. I have finished only one example.
8. My mother is perfectly well.
9. Are the children almost ready?
10. This rug is practically new.

VI. In the following ten sentences find the adverbs that modify the italicized adverbs :

1. Directly *overhead* soared an eagle.
2. We are almost *there*.
3. Have you walked too *far*?
4. The man spoke very *impatiently*.
5. He has gone far *away*.
6. You should not drive so *rapidly*.
7. He speaks too *loudly*.

8. She worked most *carefully*.
9. My sister almost *always* knows her lesson.
10. The train has not *yet* gone.

Independent Adverbs

There are a few words, such as *yes*, *no*, *certainly*, and *indeed*, that are classed as adverbs though they modify no particular word in the sentence. In fact, they seem to modify the sentence as a whole rather than the verb or any other word alone. They are sometimes called **independent adverbs**. *Yes* and *no* are always followed by a comma when they are used as part of an answer to a question. The other independent adverbs are sometimes followed by a comma and sometimes not.

Yes, you may go now.

No, I shall not try to catch the train.

Indeed it is a lovely day!

Certainly, you may have my book.

Supplying Adverbs

Write after each of the verbs in the following sentences as many adverbs as you can think of to carry out the idea suggested by the words in parenthesis:

Example. I walked (so that I should disturb no one).

I walked *noiselessly, lightly, gently, softly, quietly*.

1. The boy whistled (as if he were happy).
2. She sang (in a way that gave pleasure).
3. She spoke (in a sorrowful way).

4. The man worked (as a good workman works).
5. The wind howled (as it does during a hard storm).
6. The soldier fought (with great courage).
7. He played (as a strong and skillful player plays).

Correct Use of Adverbs

Do not use the adjective *real* (which means *genuine*) for the adverb *really* or *very*. Say "I am *really* sorry" or "I am *very* sorry," not "I am *real* sorry." *Real* is used correctly in "This is a *real* diamond."

Do not use the adjective *good* for the adverb *well*. Say "She sings *well*," not "She sings *good*." *Good* is used correctly in "She has a *good* voice."

ORAL AND WRITTEN EXERCISES

I. Repeat the following sentences until they sound right and natural :

1. I am *really* glad that I can do the work.
2. That is a *real* work of art.
3. I am *very* glad that you are better.
4. That is a *really* beautiful painting.
5. I believe that he is *really* honest in all he says and does.
6. How *well* the lecturer spoke last night !
7. Did you sleep *well* ?
8. He is a *good* pupil. He does *well* in all his work.
9. What a *good* game of tennis ! Both sides played so *well* !

II. Write sentences of your own, using *real*, *really*, *very*, *good*, and *well* correctly.

Parts of Speech — Review

Give the part of speech of every word in the following sentences, either orally or in writing. If you make a written exercise of this, arrange your work as follows :

art.	adj.	noun	pro.	verb		v. ph.			adj. noun
						adv.			

The little spider, she saw, was busily weaving its web.

1. The stately ship moved slowly away.
2. John will surely come soon.
3. The young soldier was badly wounded.
4. The workmen are paid weekly.
5. When was the battle fought?
6. You did the work too hurriedly.
7. The little child speaks very distinctly.
8. June is our loveliest month.
9. The river is dangerously swift here.
10. That huge elephant is well trained.
11. The dog's collar seems too tight.
12. A wide-branching fir sheltered the little birds.
13. Our flag has thirteen stripes.
14. The soldiers carried their wounded comrade away.
15. Charles Dickens, the famous English author, wrote many interesting stories.
16. A kind word is never thrown away.
17. Some interesting children's books have been published recently.
18. I like Longfellow's poem "The Village Blacksmith" very much.
19. The lonely pine waves its somber branches.
20. A poor workman never has good tools.

Phrases

THE ARAB AND THE PEARLS

An Arab who was traveling *in the desert* lost his way and nearly died *of hunger and thirst*. Finally, when he had almost abandoned hope, he came upon a well *of clear, cold water*. He stopped and drank deeply. As he straightened up, his eye fell upon a bag *of well-worn leather* which was half buried *in the sand*.

"Now Allah be praised," said he. "This bag which some traveler has dropped *by the way* may contain dates, and I shall have food as well as drink."

He opened the bag, looked *into it*, and exclaimed, "Alas! here are only pearls!"

Notice the group of words *in the desert* in the selection above. In this sentence we have instead of a single word a *group* of words to tell where the Arab was traveling. The group, therefore, does the work of an adverb.

Now find the group of words *of well-worn leather*. Instead of a single word to describe the bag, we here have a *group* of words. This group, therefore, does the work of an adjective.

Groups of words such as these are called **phrases**.

Seven phrases in the selection above are italicized. Look at them carefully and make up your mind in each case whether the phrase does the work of an adjective or of an adverb. To decide this, ask yourself two questions:

1. What word does the phrase modify?
2. What part of speech is the modified word?

If the modified word is a verb or adjective or adverb, the phrase does the work of an adverb and is an **adverbial phrase**. If the modified word is a noun or a pronoun, the phrase does the work of an adjective and is an **adjectival phrase**.

ORAL AND WRITTEN EXERCISES

I. Tell what word each of the italicized phrases modifies and consequently what kind of phrase it is, adverbial or adjectival:

1. Heavy clouds hung *over the mountain*.
2. The path winds *along the river's brink*.
3. Will you come *to my house*?
4. The masts of *a schooner* were plainly seen.
5. A troop of *Boy Scouts* marched briskly along.
6. The flower *in the vase* is a wild rose.
7. *On the elm's highest branch* hung an oriole's nest.
8. The boy *with the violin* plays unusually well.
9. The shadows of *night* are falling fast.
10. My best friend sits *beside me*.
11. The book *on the shelf* is mine.
12. The surf beat *against the cliff*.
13. *Throughout the night* the snow fell steadily.
14. *Over my head* circled the screaming gulls.
15. The bees are *in the clover field*.
16. *In the old Colony days* the women made the men's and boys' clothing.

II. Reword the following sentences, changing the italicized words to phrases. Decide which of the phrases do the work of adjectives and which do the work of adverbs.

- Examples.* 1. He was a *courageous* boy.
He was a *boy of courage*.
2. Sarah went *there* yesterday.
Sarah went *to Newtown* yesterday.
1. An *iron* bridge spanned the river.
 2. The *blue-eyed, curly-haired* girl is my sister.
 3. We walked slowly *homeward*.
 4. The *distant* mountains are covered with snow.
 5. He was a *fearless* man.
 6. Listen *attentively* to this story.
 7. A great elm once stood *here*.
 8. The poor woman was *homeless* and *friendless*.
 9. Go *immediately*.
 10. The *church* bell rings the hours.
 11. The carpenter works *skillfully*.
 12. The train will arrive *soon*.

III. Make sentences in which the following phrases modify nouns. Place the phrase next to the noun it modifies; then finish the sentence and underline the modified noun.

Example. The path in the garden is overgrown.

in the garden	of Longfellow
beside me	on the table
by the brook	with the new drum

IV. Make sentences in which the following phrases modify verbs. Place the phrase close to the verb it modifies and underline each modified verb.

from the nest

into the old barn

after the storm

up a steep mountain

to bed

against the tide

ORAL EXERCISE

Select the phrases in the following sentences, tell whether they do the work of adjectives or of adverbs, and name the word which each modifies :

1. Little Jack Horner sat in the corner.
2. Our flag floats above us.
3. The flowers of early spring are the sweetest.
4. I saw a ship a-sailing on the sea.
5. Washington is the capital of the United States.
6. This little pig went to market.
7. The shepherds on the hillside saw a star.
8. The great gray clouds creep over the night sky.
9. The daisies in the meadow nod their heads.
10. The songs of many birds gladdened our ears.
11. In the early spring I planted two beds of tulips.
12. The sharp report of a gun echoed through the forest.
13. Suddenly the flames burst through the roof.
14. Dick heard that the streets of London were paved with gold.
15. The moccasins of the Indians were made of deer hide.
16. The mighty rivers of our land flow through broad valleys.
17. In the morning I shall row across the lake.

Prepositions

Turn back to page 243 and notice again the first phrase, *in the desert*. What is the principal word of the phrase? What part of speech is that word? Give the principal word of the last phrase, *into it*. What part of speech is that word? If you examine the other phrases in the selection on page 243, you will find that the principal word of each is either a noun or a pronoun.

The little words that introduce the phrases, namely, *in*, *of*, *by*, and *into*, are called **prepositions**. Prepositions not only introduce phrases, but also show the relation between the principal word of the phrase and some other word in the sentence. In the sentence "An Arab who was traveling *in the desert* lost his way," the preposition *in* shows the relation between the noun *desert* and the verb *was traveling*.

The relation that the preposition shows is sometimes a little difficult to understand. A study of the following sentences will help to make it clear:

- The squirrel ran *up* the tree.
- The squirrel ran *down* the tree.
- The squirrel ran *behind* the tree.
- The squirrel ran *to* the tree.
- The squirrel ran *near* the tree.

These five sentences are alike except for the prepositions, yet they mean very different things because the prepositions show different relations between the tree and the squirrel's running.

A preposition is a word that introduces a phrase and shows the relation between the principal word of the phrase and some other word in the sentence.

Among the prepositions in common use are the following :

above	beside	in	to
across	between	into	up
after	by	near	upon
at	down	of	under
before	for	on	with
behind	from	over	without

ORAL EXERCISES

I. Turn to the exercise on page 246. You have already selected the phrases in that exercise. Now name the preposition that introduces each phrase and tell between what words it shows relation.

Example. *In* is a preposition. It shows the relation between *sat* and *corner*.

II. Point out the phrases in the following sentences and name the preposition that introduces each :

1. All mischief comes from idleness.
2. Overcome evil with good.
3. Put your shoulder to the wheel.
4. Defeat may be victory in disguise.
5. Truth lies at the bottom of the well.
6. Above our heads the sullen clouds
Scud black and swift across the sky.

7. On calm and cloudless nights the lakes are paved with stars.
8. The fish dived into deep water.
9. By whom was the message carried?
10. At eve cool shadows fall
Across the garden wall.

Conjunctions

THE SAILOR BIRDS

The gulls are the children of the winds and the waves. Their home is a bare cliff or a sandy bar within sight and sound of the sea. Here they rear their young, and the pounding surf sings the babies' lullaby. They wrest their livelihood from the waters, defying cold and storm. These sailor birds lead wandering and restless lives, now seeking the watery solitudes of mid-ocean, and again some busy river course or inland lake close to the haunts of men.

Read the first sentence of the selection above. You will see that the author had two thoughts in mind:

The gulls are the children of the winds.

The gulls are the children of the waves.

How did he express the two thoughts? What word helped him to express the two thoughts in one sentence?

See how the author expressed the two following thoughts and what word helped him to connect them.

Their home is (in some cases) a bare cliff.

Their home is (in some cases) a sandy bar.

Connecting words of this kind, such as *and* and *or*, are called **conjunctions**. Sometimes conjunctions connect single words, as in the first sentence of "The Sailor Birds" — "The gulls are the children of the *winds* and the *waves*." Sometimes they connect groups of words, as in the third sentence — "Here they rear their young, and the pounding surf sings the babies' lullaby."

Find other examples in "The Sailor Birds" where conjunctions connect single words. Find other instances where they connect groups of words.

A conjunction is a word used to connect words or groups of words.

Some of the conjunctions commonly used are :

and	as	because	until
but	if	since	when
or	for	unless	while

The following conjunctions are often used in pairs :

either — or	not only — but also
neither — nor	both — and

ORAL EXERCISES

I. Fill in the blanks in the following sentences with appropriate conjunctions :

1. Robins — bluebirds come in the early spring.
2. The wind blew — it did not rain.
3. Catch me — you can.
4. You will miss the train — you hurry.
5. He was successful — he worked hard.

6. Will you go —— shall I?
7. I went to the door —— I did not go in.
8. —— you —— I should meet the train.
9. Kipling has written —— stories —— poems.

II. Select the conjunctions :

1. Keep thy shop, and thy shop will keep thee.
2. Speech is silver, but silence is golden.
3. Make hay while the sun shines.
4. Be on your guard when people flatter you.
5. No one knows what he can do until he tries.
6. If it rains before seven, it will clear by eleven.
7. Choose an author as you choose a friend.
8. Iron is mined in both Michigan and Minnesota.
9. She has improved greatly since you came.
10. Either you or I have made a mistake.
11. Unless the sun shines brightly it will be too wet for
a picnic.
12. Tell the truth or you will be thought a coward.
13. Neither you nor I should go out in this storm.
14. The man is not only an artist but also an author.

Correct Use of Conjunctions

Do not use the preposition *without* for the conjunction *unless*. Say :

I shall not go *unless* you go. (not “without you go”)
I shall not go *without* you.

Do not misuse *like* for *as* or *as if*. Say :

She looks *like* me and feels *as* I do. (not “like I do”)
He looks *as if* he knew us. (not “like he knew us”)

I. Repeat the following sentences frequently :

1. I cannot find my way *unless* you direct me.
2. *Unless* I get my mother's permission I cannot come.
3. I will not go out *without* my coat.
4. The vase will break *unless* you carry it carefully.
5. Recite the poem *without* looking at the book.
6. She looks *like* you.
7. He thinks *as* you do.
8. Mary talks *as if* she were discouraged.
9. Walk *like* this.
10. Walk *as* I do.
11. You walk *as if* you were in a hurry.
12. It seems *as if* we had walked miles.
13. This book looks *as if* it had been read and reread many times.
14. Do the example *as* I told you to do it.

II. Write sentences of your own, using correctly *unless*, *without*, *as*, *as if*, and *like*.

Interjections

A LESSON IN COURTESY

One day when Jefferson and his grandson were out riding, they met an old negro slave who respectfully bowed and lifted his cap to them. Jefferson returned the greeting. The boy, who had paid no attention to the man, looked at his grandfather in astonishment and said, "What! sir, do you lift your hat to a negro?"

"Certainly," answered Jefferson. "Would you have me inferior to a slave in courtesy?"

EDWARD EGGLESTON (*Adapted*)

In the anecdote on page 252, repeat the boy's remark to his grandfather. What word in this remark expresses the boy's surprise or astonishment?

Read the sentence, omitting the word *what*; you see that the sentence makes complete sense without it. *What* is here an independent word used in the sentence only for the purpose of expressing strong feeling. In the sentence "Hurrah, we have won!" what word is used to express strong feeling?

Words used in this way, to express strong feeling, are called **interjections**.

Among the interjections often used are: *ah, O, oh, ay, alas, hurrah, hark, lo, pshaw*.

An interjection is a word used to express sudden or strong feeling.

ORAL AND WRITTEN EXERCISES

I. Select the interjections:

1. Hark! I hear the tramp of thousands,
And of armed men the hum;
Lo! a nation's hosts have gathered
Round the quick, alarming drum.
2. Ay, tear her tattered ensign down!
Long has it waved on high.
3. Oh, a dainty plant is the ivy green
That creepeth o'er ruins old!
4. O Lady Moon, your horns point toward the east:
Shine, be increased.

What punctuation mark follows the interjections in selection 1 on page 253? in selections 2 and 3? Notice that no punctuation mark follows immediately after the interjection *O* in selection 4. In this case the *O* is used as part of the term of address, *O Lady Moon*, and this is the way *O* is generally used. With the exception of *O*, interjections are usually followed by an exclamation point or by a comma.

O is always capitalized. *Oh* is capitalized only when it begins a sentence or a line of poetry.

II. Write five or six sentences in each of which you use an interjection. In one of your sentences use *oh*; in another use *O* as part of a term of address.

Test — Parts of Speech

You have now studied all the eight parts of speech. Test yourself on this work. Copy the sentences 1 to 11 on page 255 and write the part of speech over each word, as on page 242. Use the following abbreviations:

art. — article

adj. — adjective

pro. — pronoun

adv. — adverb

prep. — preposition

inter. — interjection

conj. — conjunction

v. ph. — verb phrase

If after taking this test you find that you need additional practice on any of the parts of speech, review thoroughly the pages dealing with the parts of speech that trouble you.

1. In the oyster he found a beautiful pearl.
2. The nurse had sat by the child's bedside for hours.
3. Mount Shasta has often been climbed.
4. The man who gives quickly gives doubly.
5. An American flag hung from the window of every house.
6. The blazing sun beat pitilessly on the parched earth.
7. Both gold and silver are mined in our western states.
8. The man was old and tired, but he plodded bravely on.
9. They stripped Joseph of his coat of many colors.
10. Where, oh, where has my Highland laddie gone?
11. Wonderful things are hidden away in the heart of each little seed.

There are just one hundred words in the sentences above, so in marking your test take off 1% from 100 for each mistake.

Test — Phrases

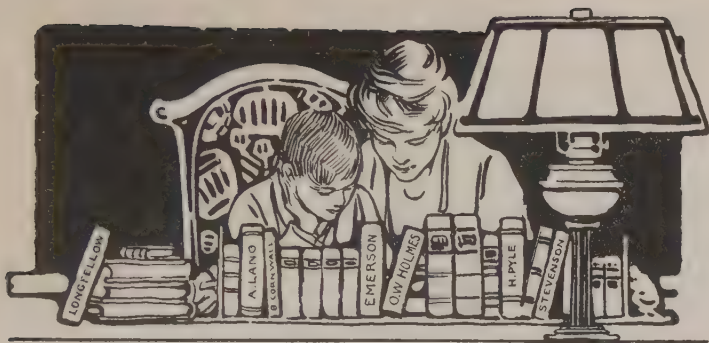
Write the phrases in the following sentences, tell what kind of phrase each is, and what word it modifies :

Example. The rustling of the leaves was plainly heard.
of the leaves — adj. — rustling

1. Everybody in the club is going to this meeting.
2. At the sound of the trumpet the sleeping soldiers sprang from their cots.
3. An explosion of dynamite shook the foundations of the house.
4. We went to Charleston by steamer.

5. Over the river and through the woods we went.
6. On a ship the word of the captain is law.
7. At recess we attacked the snow fort on the hill.
8. The summits of the Alps are perpetually covered with snow.
9. The people in the next house are strangers to us.
10. The trees in the orchard are laden with apples.
11. A boy from the city is coming to the ranch.
12. Across the sky shot brilliant flashes of lightning.
13. The man in the moon lives up in the sky.
14. A face at the window filled me with unreasoning terror.
15. The airplane above our heads has been circling around for hours.
16. The speech on that subject was very interesting to our class.

In marking this test take off 1% for each mistake in writing a phrase, or in telling the kind, or in telling the word modified; take off 3% for each phrase that you omit entirely. If you find that you do not know phrases well, study the subject thoroughly.



CHAPTER EIGHT

SOME WELL-KNOWN POEMS AND BOOKS FOR READING AND STUDY

Some Famous Poems

In this chapter there are three famous poems. The first is one of the finest sea poems ever written. Read it silently once to find out what it is about. Then read it again, trying to see the different pictures of the sea in a storm, and in a calm. When you read it aloud try to make your hearers see and feel it all.

THE SEA

The sea! the sea! the open sea!
The blue, the fresh, the ever free!
Without a mark, without a bound,
It runneth the earth's wide regions round;
It plays with the clouds; it mocks the skies;
Or like a cradled creature lies.

I'm on the sea ! I'm on the sea !
I am where I would ever be ;
With the blue above, and the blue below,
And silence wheresoe'er I go ;
If a storm should come and awake the deep,
What matter ? I shall ride and sleep.

I love, oh, how I love to ride
On the fierce, foaming, bursting tide,
When every mad wave drowns the moon
Or whistles aloft his tempest tune,
And tells how goeth the world below,
And why the sou'west blasts do blow.

I never was on the dull, tame shore,
But I loved the great sea more and more,
And backwards flew to her billowy breast,
Like a bird that seeketh its mother's nest ;
And a mother she was, and is, to me ;
For I was born on the open sea !

The waves were white, and red the morn,
In the noisy hour when I was born ;
And the whale it whistled, the porpoise rolled,
And the dolphins bared their backs of gold ;
And never was heard such an outcry wild
As welcomed to life the ocean-child !

I've lived since then, in calm and strife,
Full fifty summers, a sailor's life,
With wealth to spend and power to range,
But never have sought nor sighed for change ;

And Death, whenever he comes to me,
Shall come on the wild, unbounded sea!

BARRY CORNWALL

Who is supposed to be speaking in this poem? When might the sea be said to *play with the clouds*, and to *mock the skies*? When does it lie *like a cradled creature*? Read the lines that make you realize the sea's vastness.

What kind of night is described in the third stanza? Why are the waves called *mad*? Read all the lines in the poem that show the sailor's love for the sea. Notice how many different adjectives are used to describe the sea, and how fittingly and appropriately each one is used. Memorize the poem.

Fine Descriptive Words

The poem "The Sea" is famous for its many beautiful pictures. Notice the well-chosen adjectives. The *open* sea; the *blue*, the *fresh*, the *free* sea; the *fierce*, *foaming*, *bursting* tide.

Let some one go to the board and make a list of the good descriptive words as the others find them.

Original Description

If you have ever seen the sea, write a paragraph describing it. Try to use in your paragraph some of the fine descriptive words used in the poem. Take for your title one of the following: "A Stormy Sea," "The Sea on a Calm, Sunny Day," "A Sea Trip."

If you have never seen the sea, write the story of the sailor who is supposed to be speaking in the poem. Begin: "In a ship out on the ocean a baby boy was once born." Then go on telling what the weather was like when this "ocean-child" was born, how he felt about the sea as he grew older, how he liked the land, how he felt when there was a storm, how many years he spent on the sea, and where he hoped to die.

A Poem about an Old Battleship

This poem is by one of our own poets and about one of our famous battleships, the *Constitution*.

The frigate *Constitution* won two great victories over British frigates in the War of 1812, when we fought for commercial freedom. These victories earned for the ship the popular name of "Old Ironsides." The poem by Oliver Wendell Holmes was written some years later, when it was proposed to break up the old vessel as unfit for service.

Read the poem carefully.

OLD IRONSIDES

Ay, tear her tattered ensign down!
Long has it waved on high,
And many an eye has danced to see
That banner in the sky;
Beneath it rung the battle shout,
And burst the cannon's roar;
The meteor of the ocean air
Shall sweep the clouds no more!

Her deck, once red with heroes' blood,
Where knelt the vanquished foe,
When winds were hurrying o'er the flood,
And waves were white below,
No more shall feel the victor's tread,
Or know the conquered knee;
The harpies of the shore shall pluck
The eagle of the sea!

Oh, better that her shattered hulk
Should sink beneath the wave;
Her thunders shook the mighty deep,
And there should be her grave;
Nail to the mast her holy flag,
Set every threadbare sail,
And give her to the god of storms,
The lightning and the gale!

OLIVER WENDELL HOLMES¹

How does the author feel about having the ship broken up? What does he suggest should be done instead? Read the lines that tell you. Do you think that would be a fitting end? Look in the dictionary for the definition of *harpies*. To whom does the author refer as *the harpies of the shore*? What is meant by *the eagle of the sea*? Why is that a good comparison? Find all the lines that show that the *Constitution* was a battleship. Read the lines that show that she was victorious. Why is her flag called

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holy? What do you like about the poem? Learn it by heart and keep its pictures in mind as you recite it.

Written Composition

You cannot read the last four lines of the poem "Old Ironsides" without having a very clear picture come to your mind. Write a paragraph describing that picture as well as you can.

Another Historical Poem

This poem, too, is by an American author, and was written in memory of a great event in our history. Read it carefully two or three times. The oftener you read it the better you will understand and like it.

CONCORD HYMN

(Sung at the completion of the Monument, April 19, 1835.)

By the rude bridge that arched the flood,

Their flag to April's breeze unfurled,

Here once the embattled farmers stood,

And fired the shot heard round the world.

The foe long since in silence slept ;

Alike the conqueror silent sleeps ;

And Time the ruined bridge has swept

Down the dark stream which seaward creeps.

On this green bank, by this soft stream,

We set to-day a votive stone ;

That memory may their deed redeem,

When, like our sires, our sons are gone.

Spirit, that made those heroes dare
To die, and leave their children free,
Bid Time and Nature gently spare
The shaft we raise to them and thee.

RALPH WALDO EMERSON¹

Who warned the Americans of the coming of the British? Why are the American troops called the *embattled farmers*? What is meant by the statement that the shot was *heard round the world*? Explain the expression *votive stone*. What reason is given for erecting the statue? How does the second stanza help to explain the need of a monument? What is the *Spirit that made those heroes dare to die*?

Learn the poem by heart.

Word Study

I. Select from the "Concord Hymn" several words which you do not use in your own conversation or writing. Use these words in written sentences of your own. Use one of them in conversation several times within the next few days.

When you use a new word for the first time, you may feel awkward and self-conscious, but you must not be discouraged. Try it again and again. It is said that a word used three times slips off the tongue naturally and is ours forever.

It is important that we increase our number of

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words or add to our vocabulary, as it is called, for each new word that becomes ours enables us to express our ideas a little more clearly and accurately.

II. All working together, give as many synonyms as you can think of for the following words :

rude	fired	foe	ruined
arched	shot	silence	dark
flood	world	conqueror	creeps

Word Pictures

I. In the poems that you have just studied you found many lines that gave you fine pictures. All good poetry contains lines of this kind. Below are some particularly good picture-making lines. Read them carefully, trying to see clearly each one of these word pictures.

1. The plowman homeward plods his weary way.

GRAY

2. The lowing herd winds slowly o'er the lea.

GRAY

3. The haymakers are resting under the hedge.

KINGSLEY

4. In the moonlight the shepherds,
Soft lulled by the rills,
Lie wrapped in their blankets
Asleep on the hills.

MATTHEW ARNOLD

5. The little bird sits at his door in the sun.

LOWELL

6. I hear the woodlands calling and their red is like the
blare
Of trumpets in the air.

MADISON CAWEIN

7. Sea shell, sea shell,
Sing of the things you know so well.

AMY LOWELL

8. When the frost is on the punkin and the fodder's in
the shock.

JAMES WHITCOMB RILEY

II. Write a description of the picture that comes to your mind when you read the first of the sentences listed on page 264. Tell what time of day it is, what the man has been doing to make him weary, what sights he sees, what sounds he hears, how he feels that his work is over and that he can turn homeward, what he will find at home, and anything else that it suggests to you.

A certain pupil, when this exercise was given to his class, wrote the following paragraph :

THE PLOWMAN HOMEWARD PLODS HIS WEARY WAY

The picture that comes to my mind is that of an old farmer driving his horses along a rough, country road after a hard day's work. The sun is setting, and the crickets in the dusty grass by the roadside are beginning to chirp. In the distance I can see the farmhouse with the old apple orchard back of it. The farmer has a corn cob pipe in his mouth and is enjoying a good smoke.

When you have finished your word pictures, read them aloud. Discuss the different pictures, deciding which are clear and good. Try to find out what makes these good ones better than the rest. One girl in writing the description about the plowman spoke of his pipe "hanging *limply* from his lips." Do you see the picture that one word, *limply*, makes? Try to use good picture-making words in your description.

III. Write a description of the picture that is brought to your mind by one or two of the other sentences listed on pages 264-265 or by some of the following lines. These are all taken from descriptions, some in prose and some in verse, written by boys and girls of your age.

1. The little brook is babbling
Along its bed of stones.
2. A never-ending woodland path
To follow is my delight.
3. Soft light winds and red-gold leaves,
'Tis the loveliest month of the year.
4. A narrow "V" darkened the southern horizon. The wild geese were coming.
5. A brook I know pops up from nowhere and goes gurgling and babbling over stones until it flows into a calm mill pond.
6. Just as the sun was setting in the forest a mother deer and her fawn came gliding from the shadows to a pond to drink.

When the descriptions are read aloud in class, discuss them and criticize them by the standards that are given on page 102.

Subject Substantive and Predicate Verb

You have learned that finding the subject and predicate of a sentence often helps to make a difficult sentence clear. The meaning may be made still clearer, however, by selecting the most important word of the subject and of the predicate.

Study the sentence :

The weary plowman plods homeward.

What is the subject? What is the predicate? What is the most important word of the subject; that is, what word more than any other tells who is spoken of? What part of speech is this word? What is the most important word of the predicate; that is, what word more than any other tells what is said about the plowman? What part of speech is this word?

Nouns and pronouns are sometimes called **substantives**.

The principal word of the subject is called the **subject substantive**.

The principal word of the predicate is called the **predicate verb**.

The subject substantive of the sentence, then, is *plowman*; the predicate verb is *plods*.

What words modify the subject substantive, *plowman*? What modifier has the predicate verb, *plods*?

The subject substantive, with its modifiers, forms the **complete subject** of the sentence.

The predicate verb, with the words that modify it or complete its meaning, forms the **complete predicate**.

The subject substantive and the predicate verb when put together make sense: *plowman plods*. The modifiers are not really essential to the sentence.

ORAL EXERCISE

Find the subject substantive and the predicate verb in each complete subject and predicate given below. Name also the modifiers of each. State the part of speech of each modifier, or, if the modifier is a group of words, tell what work it does; as,

The subject substantive of the first sentence is *news*; the predicate verb is *travels*. The subject substantive is modified by the adjective *ill*; the predicate verb is modified by the adverb *fast*.

<i>Subjects</i>	<i>Predicates</i>
1. Ill news	travels fast.
2. Ill weeds	grow apace.
3. Our good deeds	live after us.
4. Lost opportunities	seldom return.
5. Squirrels	live in hollow trees.
6. The golden sun	sinks in the west.
7. The mouse	ran up the clock.
8. A man of good character	wins respect.
9. The unexpected thing	always happens.
10. The horns of the new moon	point to the east.

How to Analyze Sentences

I. *Oral Analysis*

In analyzing a sentence we tell the kind of sentence it is, give the complete subject, the complete predicate, the subject substantive, the predicate verb, and tell to what word each word and phrase modifier belongs.

Example. A wise man governs his temper.

This is a declarative sentence.

The complete subject is *A wise man*.

The complete predicate is *governs his temper*.

The subject substantive is *man*.

The predicate verb is *governs*.

Man has two modifiers, the article *A* and the adjective *wise*.

Governs has no modifiers.

Temper is the word that completes the predicate. It is a noun modified by the possessive adjective *his*.

For a sentence that has a phrase modifier, as for sentence 3 below, the analysis is like that above, with an addition of this kind:

Catch is modified by the adverbial phrase *at every straw*. *At* is a preposition; *every* is an adjective that modifies *straw*; *straw* is a noun.

Analyze the following sentences orally:

1. April showers bring May flowers.
2. All temptations attack the idle.
3. Drowning men catch at every straw.

4. A poor workman never has good tools.
5. Behind the clouds the sun is shining.
6. A barking dog seldom bites.
7. Iron is mined near Lake Superior.
8. During the past week I went to Washington.
9. The eagle soars aloft on tireless wing.
10. Every rose has its thorn.
11. Hit the nail on the head.
12. The biggest trees do not always bear the most fruit.
13. I drew a bucket of water from the well.
14. The clock in the corner belonged to my grandfather.
15. The house among the trees has been deserted for years.
16. A brook of crystal waters flowed down the mountain.
17. Can you swim across the pond?
18. Do not take that long journey alone.
19. In my desk is a box of new pencils.
20. On the mantel stood a beautiful model of a ship.

II. *Written Analysis — Diagrams*

In some schools analysis by diagrams is used. This is really the same taking apart of sentences and showing the relation of the parts to one another that you are familiar with in oral analysis. The only difference is that in this written form of analysis you tell about the sentence by means of lines called diagrams, instead of telling about it in words.

If your teacher cares to have you learn to analyze by diagram, you will find this a simple method. If she prefers the oral analysis, there is no need of your learn-

ing to diagram at all. In a diagram we arrange the parts of the sentence on lines as follows :

Subject substantive	Predicate verb — Completing word	
<u>modifiers</u>	<u>modifiers</u>	<u>modifiers</u>

The sentence used as an example on page 269 looks as follows in diagram form :

man	governs — temper
<u>a</u>	<u>his</u>
<u>wise</u>	

Sentence number 3 on page 269 is diagrammed as follows :

men	catch
<u>drowning</u>	at <u>straw</u>
	<u>every</u>

The preposition of the modifying phrase is written at the left of the vertical line that connects the noun of the phrase with the word it modifies.

Notice how the following sentence is arranged in diagram form :

The lights in the distance gleamed mistily.

lights	gleamed
<u>the</u>	<u>mistily</u>
in <u>distance</u>	
<u>the</u>	

You may now diagram the sentences on pages 269-270, or other sentences, as your teacher directs. If you have any trouble, your teacher will help you.

A Talk about Books — A Class Project

I. There are in the list below many very good books. Select one that you think will especially interest you. When you have read it, write the title of the book and your own name on the board under the heading *Books Read*, or something similar. When a number of titles appear on the board, a period may be devoted to giving reports on the books read. Try to make your account so interesting that the other pupils will want to read the book you are describing.

Little Women — Louisa M. Alcott

The Story of a Bad Boy — Thomas Bailey Aldrich

The Kidnapped Campers — F. A. Canfield

The Call of the Wild — Jack London

Smoky — Will James

Lad; a Dog — Albert Payson Terhune

The Merry Adventures of Robin Hood — Howard Pyle

The Boys' Life of Abraham Lincoln — Helen Nicolay

The Crimson Sweater — Ralph Henry Barbour

The Cruise of the Cachalot — F. T. Bullen

Adventures of Tom Sawyer — Mark Twain

Huckleberry Finn — Mark Twain

The Prince and the Pauper — Mark Twain

Treasure Island — Robert Louis Stevenson

Lady Jane — Cecilia Viets Jamison

Maid of France (story of the life and death of Joan of Arc) — Andrew Lang

Castle Blair — Flora Louise Shaw

Hero Stories from American History — Albert F. Blaisdell and Francis K. Ball

The Little Shepherd of Kingdom Come — John Fox, Jr.
Wild Animals I Have Known — Ernest Thompson Seton

II. In this second list there are books for boys and girls who do somewhat advanced reading. These pupils may prepare a book report on one or more of these stories :

Two Years Before the Mast — Richard H. Dana
David Copperfield — Charles Dickens
The Reds of the Midi — Felix Gras
Bob, Son of Battle — Alfred Ollivant
Prester John — John Buchan
The Boys' Life of Colonel Lawrence — Lowell Thomas
The Royal Road to Romance — Richard Halliburton
Kidnapped — Robert Louis Stevenson
Tonty of the Iron Hand — Everett McNeil
Three Men in a Boat — Jerome K. Jerome
Ivanhoe — Sir Walter Scott
Daniel Boone, Wilderness Scout — Stewart Edward White
The Dark Frigate — Charles Boardman Hawes
The Boy's Odyssey — W. C. Perry

Book Reports

The book reports that follow were written by boys and girls of your age. Perhaps you will learn from them whether you would care to read the books reviewed or not.

I. Discuss the reports fully, deciding whether or not they tell the kind of things you want to know about a book. Apply the composition standards, page 102, to each review. Which do you like best, and why?

SMOKY

By Will James

This book is about a horse. He belongs to a herd of wild horses and his name is Smoky. One day a man captured him on the plain where he was roaming. He was brought up wonderfully by this man and became the best horse on the ranch. He and his master would go to the round-up every spring and again in the autumn. One day Smoky got separated from his master. He would not carry anybody else. So since his master wasn't with him nobody could ride him without getting bucked off. At last one day when he was roaming about on the plains he met his master again. His other adventures will have to be read in the book. He meets wolves, snakes, and other things and has many narrow escapes from them. Will James knows how to draw a horse, so you will see many of his pictures in his book "Smoky." This book is especially good for boys and nature lovers.

THE REDS OF THE MIDI

By Felix Gras

The Reds of the Midi is an army of men who are fighting against the king and other rich people. The story takes place in France during the French Revolution. It is about a poor boy who runs away from home and joins the Reds of the Midi. He is adopted by the Captain, whose wife takes very good care of him. He has many thrilling moments in the war and is much pleased when he finds his little finger has been shot off, because he

thinks nobody is brave unless he has been hurt in some way or other. He falls in love with a rich man's daughter who also had been adopted by the Captain. I like the book the best of any I have read this year and recommend it very highly.

ADVENTURES OF TOM SAWYER

By Mark Twain

This is the story of a boy about twelve years old, who lived in a small town in the middle west. He and his friends were always getting into mischief. As you read the story you roar with laughter one minute and the next you are very tense. Tom and his chums start out to find treasures and have some very exciting experiences.

If you are in a bad mood, read "Tom Sawyer." You will laugh so hard that you will forget all your troubles. I recommend it to boys and girls who like fun and thrills.

THE STORY OF A BAD BOY

By Thomas Bailey Aldrich

"The Story of a Bad Boy" is a book with a laugh on every page. I think one of the funniest parts is when Tom digs up a lot of old cannon that had been used in the Revolutionary War, loads them with old shot and gets up in the middle of the night to set them off. He just reaches home when the first cannon goes off. Another follows and still another. It was the first time Rivermouth had a real waking up. Another incident is when the Rivermouth boys get an old stage coach, which they roll down a hill for a ride. When they get

to the bottom of the hill they find themselves in the middle of a bonfire. As they join hands and dance around the fire, the town policeman comes and breaks up the party and takes them all to jail.

II. Write a book report on one or more of the books on the lists, pages 272 and 273. Your study and criticism of the reports above should have prepared you to do a very good piece of work.

A special English period may be set aside for the reading and discussion of your reports.

Character Sketches

Here is another group of compositions written by pupils of your age. They are sketches of some of the characters in the books listed on page 272.

I. Read and criticize these sketches just as you did the book reports :

THE CAPTAIN

From Treasure Island

I remember him as he came in the door carrying his chest. He was a tall and sturdy fellow with a tarry pigtail hanging over his dirty coat. He had a cut clear across one side of his face and his hands were rough and full of scars and scratches. They always were dirty. Every once in a while he would sing to himself his favorite song, "Yo-ho-ho, and a bottle of rum!"

He was a silent man and all day long he hung around

the inlet or on the cliffs with a telescope watching for someone or something. In the evening he sat in a corner of the parlor next to the fire and drank rum. Quite often he would not speak for hours. Sometimes he would tell stories which were so horrible that they frightened everyone who listened to them. He was certainly a terrifying but picturesque character.

PEW

From Treasure Island

Tap- -tap- -tap. A queer noise fell on the pavement behind me, and on turning around I beheld a withered old body wearing a large black cape. Sticking out from its folds was a long, wrinkled hand which firmly grasped a knotted cane, and as I watched, the figure squeaked out, "Who'll give a poor blind beggar who lost his dead-lights sarvin' our Good King Jawrge, a shillin' — just a shillin'?"

I gazed at this miserable creature. He had a dirty green bandage over his eyes which nearly covered the rest of his ugly, scowling features. He looked to me as if he had once been a sailor, and he had a faint smell of tar about him. Also his dialect sounded like that of a sailor. Of course I didn't believe his story of "sarvin' King Jawrge," for most blind beggars are scoundrels and I didn't think him an exception to this rule. I gave him a penny, however, and he thanked me and wobbled along while I watched his ugly body writhing down the road as the noise of his cane echoed, "Tap- -tap- -tap."

CONWAY

From The Story of a Bad Boy

A sallow-looking boy with red hair who sat in the fourth row at Temple Grammar School was glaring at me as if waiting to chew me up. He had the look of a bully and a sneak and I later found that he was both. He and his toady, Seth Rogers, were always going for the younger and smaller children, but when Phil Adams or any of the Centipedes came along he usually made himself scarce. One day we had a fight. The only parts of me that were damaged were my hair and my nose. The former he had pulled and the latter he had punched. His face was all banged up and I think that I had the best of the encounter.

Later, when we grew up, he and Seth Rogers went into the grocery business. I can see him with his red whiskers weighing food for some customer, most likely cheating him. This human nuisance is Bill Conway.

TOWSER

From The Story of a Bad Boy

He was a fun-loving imp of a dog who I think must have been a naturalist because he collected every kind of bug under the sun. He was a staunch friend of Gypsy, my pony, and slept in the stable with her.

His tail came to an end about two inches from his body and was the hardest working part of him. His color was white on Monday, gradually growing darker till on Sunday evening he was a very dark gray. He was

washed on Monday. Towser's hair was harsh, short, matted, and tangled.

Yet, with all his faults, I would not have parted with him for a gold mine.

II. Write a sketch of some character that you have enjoyed reading about. Try to bring out the leading traits of your character so that others will know him as you do.

Did you notice the opening sentences in the character sketches above? Which of the opening sentences did you like best? Try to make your own beginning as interesting as possible. Which closing did you like best? Why?



CHAPTER NINE

OUR COUNTRY — DESCRIPTIONS AND DISCUSSIONS

Closing Program — A Class Project

For the closing exercises of the year, plan a program that relates to our country. The various lessons in this chapter may all contribute to this program. Choose for the speakers and readers for the occasion not only pupils who have something worth while to tell, but those who stand well, enunciate clearly, and say what they have to say in a way that will hold the attention and the interest of their hearers.

Speaking in Public — Our Country

You have already read and talked a good deal about the great men and women who have made our country what it is. To be a really intelligent citizen you will want to know not only about these makers of our country, but about the country itself — about its mighty rivers and broad lakes, its fertile fields and rich mines, its snow-capped mountains and great waterfalls, its busy cities and vast, lonely forests. The more you read and study about our country, the more you will love it and the prouder you will be of it.

Select one of the following topics, study it carefully, getting information from your geographies, from the encyclopedia, from your father and mother, from your teacher, and in any other way that you can, and give a talk on it:

1. Yellowstone National Park
2. Niagara Falls
3. Pikes Peak
4. The Yosemite Valley
5. The Arizona Desert
6. The Canyon of the Colorado
7. Glacier National Park
8. Great Salt Lake

When you have gathered your facts arrange them in outline form as on page 282. Then practice your talk to yourself before giving it in the class. Use maps or photographs, whenever you can thereby give your classmates a clearer picture of the place.

Outline

YELLOWSTONE NATIONAL PARK

- I. Where it is
- II. How large it is
- III. Why it was set aside as a national park
- IV. Its geysers and hot springs and waterfalls
- V. Its other scenery
- VI. Its wild animals

Have two or three of the most interesting talks repeated as a part of your patriotic program.

Pronunciation Drill

Be careful to pronounce the word *government* correctly. The first part of the word is *govern*; do not leave out the *n*. The last syllable is *ment*, not "munt": *gov ern ment*. Repeat very distinctly:

government	department	argument
punishment	improvement	encouragement

Written Description

Write a description of some beautiful or interesting place in your own neighborhood, or of some noted historical spot that you know about. For instance, you might describe a lake or a fine mountain or a great river; or a visit, real or imaginary, to Bunker Hill Monument, the Statue of Liberty, Plymouth Rock, Mount Vernon, or the Liberty Bell.

Make your description so good that it will be selected for reading at your final program.

A Letter Asking for Information

Before writing this letter turn to the following lesson on "A Report on Your Own Town or State," and read it very carefully. As you will see, you will have to send for pamphlets in order to make this report. Write a letter, therefore, to one of the following: the Board of Trade of your city, the Department of Commerce, Washington, D. C., the Department of Agriculture, Washington, D. C. Ask whether they publish a pamphlet giving the information you want, and if so whether they will send you a copy. Explain briefly why you are interested.

In writing this letter put into practice all you have learned about placing a letter attractively on the page and arranging its various parts correctly, as well as about expressing yourself clearly and courteously. When the letters are finished let a committee, appointed by your teacher, select the best one to send.

A Report on Your Own Town or State

The United States not only has scenery that is wonderfully beautiful, but it has also rich resources and an abundance both of sunshine and of rain for the growth of crops. Our country, therefore, easily ranks first in wealth among the nations of the world.

Find out what your town or your state contributes to the country's welfare. Perhaps your state has vast supplies of coal or iron, or perhaps it has rich

grazing land. The Board of Trade or the Chamber of Commerce of your town could probably furnish you with information regarding the city. The United States Department of Agriculture and the Department of Commerce could give you information regarding the farming products and the trade of your state. Get all the facts that you can to prove that your town or your state is a very important part of the Union. When you have collected your facts, write as interesting a report as possible. Let the best report be read at your final meeting. Arrange your work according to the following outline :

I. Location of your town or state in its special industrial section (For instance, in the heart of a great agricultural region, a great mining section, or a great manufacturing district.)

II. The special products furnished by your locality, and their importance when compared with similar products of other sections

III. What is done with the products furnished by your section

IV. Value to the country

A Debate

A debate, if well conducted, would add very much to your closing exercises. Take for your subject :

“ Does the soldier serve his country more truly than the farmer ? ”

Those who think that the soldier does more for his country than the farmer should bring in all the facts possible to prove that they are right. Those who believe that the farmer does more for his country than the soldier should give reasons to prove that point.

The first speaker on the soldier's side should give his reasons or arguments, as they are called. Then the speaker on the farmer's side should give his arguments. Each speaker after the first one should not only give arguments for his side but should also try to prove that the reasons given by the speakers on the opposite side are not sound.

The third speaker should again be on the soldier's side and so on until three or four on both sides have debated. Let the teacher decide which side has given the better arguments; that is, which side has won the debate.

Then let other pupils debate the same question. When several groups have debated, select those who have done best to debate the question on the day of the exercises.

Our National Anthem

Every American should know not only the words and music of "The Star-Spangled Banner," but he should know under what circumstances and by whom it was written.

Read the following account of the writing of the song and learn how it became our national anthem. Prepare to give the account at your closing exercises.

The poem is a description of what the author, Francis Scott Key, saw and felt as he watched the attack on Fort McHenry by the British during the War of 1812. The city of Washington had been burned by the British, and now they were bombarding the fort to gain entrance to the harbor of Baltimore. Key, who was being held on a British battleship, heard the firing but could not tell whether the fort had fallen or not. He watched and waited all through the night, longing yet dreading to have daylight come to show him whether the star-spangled banner still floated over the fort. The second stanza tells you what he saw.

Francis Scott Key died many years ago, but over his grave as a tribute to his memory the flag of our country is always kept flying.

Congress has never really adopted this song as a national anthem, but the army and navy have made it such. At every fort, army post, and navy yard, and on every American battleship at home and abroad the flag is lowered at sunset to the music of "The Star-Spangled Banner." This anthem is played, too, by our military bands on all state occasions.

Read the poem carefully and thoughtfully. Talk it over, stanza by stanza, with your teacher and classmates, making sure that you understand it all. Memorize the entire poem so that you can join in singing all the stanzas on the many occasions when our national hymn is sung.

THE STAR-SPANGLED BANNER

Oh, say, can you see, by the dawn's early light,

What so proudly we hailed at the twilight's last gleaming?
Whose broad stripes and bright stars, through the perilous
fight

O'er the ramparts we watched, were so gallantly stream-
ing!

And the rocket's red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there:

Oh, say, does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

On that shore, dimly seen through the mists of the deep,

Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep,

As it fitfully blows, now conceals, now discloses?

Now it catches the gleam of the morning's first beam,

In full glory reflected, now shines on the stream:

'Tis the star-spangled banner! Oh, long may it wave
O'er the land of the free and the home of the brave!

Oh, thus be it ever when freemen shall stand

Between their loved homes and the war's desolation!

Blest with vict'ry and peace, may the Heaven-rescued land

Praise the Power that has made and preserved us a
nation.

Then conquer we must, when our cause it is just,

And this be our motto, "In God is our trust":

And the star-spangled banner in triumph shall wave

O'er the land of the free and the home of the brave!

Close your program with an account of the writing of the national anthem, and with the singing of the song. Some pupil who can give the history of the anthem particularly well should be chosen to do this.

Notes of Invitation

Write notes, either formal or informal, inviting the principal of your school and your last year's teacher and her class to attend your exercises.



CHAPTER TEN

IMPORTANT FACTS TO REMEMBER — REVIEW

Summary of Definitions of Parts of Speech

1. A **noun** is a word used to name a person, a place, or a thing.

A **common noun** is a word used to name any one of a class of persons, places, or things.

A **proper noun** is a word used to name a particular person, place, or thing.

2. A **pronoun** is a word used in place of a noun.

3. A **verb** is a word used to make an assertion.

4. An **adjective** is a word used to modify or limit the meaning of a noun or a pronoun.

5. An **adverb** is a word used to modify the meaning of a verb, an adjective, or another adverb.

6. A **preposition** is a word used to introduce a phrase, and to show the relation between the principal word of the phrase and some other word in the sentence.

7. A **conjunction** is a word used to connect words or groups of words.

8. An **interjection** is a word used to express sudden or strong feeling.

Parts of Speech — Review

Give the part of speech of each word in the following sentences :

1. Humpty Dumpty sat on the wall,
Humpty Dumpty had a great fall.
2. The sleeping fox catches no chickens.
3. Bread is the staff of life.
4. God made the country and man made the town.
5. Diligence is the mother of good luck.
6. Laugh and the world laughs with you.
7. A crown is no cure for a headache.
8. He laughs best who laughs last.
9. The bluebird carries the sky on his back.
10. They conquer who believe they can.
11. Noiseless falls the foot of time.
12. The truth shall make you free.
13. Help thyself and God will help thee.
14. Perseverance is the road to success.
15. A sunny temper gilds the edges of life's blackest clouds.
16. A wise man changes his mind, but a fool never will.
17. Honor thy father and thy mother.
18. The winds and the waves are always on the side of the ablest navigators.
19. Old friends are best.
20. The gentle dew refreshes the parched grass.
21. Lead us not into temptation.
22. The path of industry is the path to success.
23. The battle is not always to the strong.
24. Go to the ant, thou sluggard.

25. Unless we sow we shall not reap.
26. Love lightens all labor and pain.
27. My country is the world; my countrymen are all mankind.
28. Envy never dwells in noble breasts.
29. Care and diligence bring luck.
30. Grievous words stir up anger.
31. Second thoughts are ever wiser.
32. Victory belongs to the persevering.
33. Thou art gracious and merciful, O Lord.
34. The shallows murmur but the deeps are dumb.
35. He that wants the kernel must crack the nut.
36. A kind word is never thrown away.
37. Beautiful things are not always good, but good things are always beautiful.
38. Do not play with edged tools.
39. All things are easy that are done willingly.
40. The star-spangled banner bring hither.
41. When the sun shines, the mist clears away.
42. He who seeks trouble never misses it.

Punctuation and Capitalization — Dictation

Account orally for every capital letter and punctuation mark in the following thirty-six sentences, and write the sentences from dictation as your teacher directs:

1. Don't cross the bridge till you come to it.
2. General Grant said, "Let us have peace!"
3. Pride costs more than hunger, thirst, and cold.
4. Ignorance of one's misfortunes is clear gain.
5. Sleep, my pretty one, sleep.

6. "I shine," says the sun, "to give the world light."
7. With what slow steps, O moon, you climb the sky!
8. Our forefathers fought, bled, and died for liberty.
9. Daniel Defoe's "Robinson Crusoe" is one of the best stories ever written.
10. A man's only real possession is his character.
11. 'Tis well to be merry and wise.
'Tis well to be honest and true.
12. Night hangs in silence o'er the sleeping earth.
13. "The greatest of faults," said a wise man, "is to be conscious of none."
14. You moon, have you done something wrong in heaven
That God has hidden your face?
15. Cheerfulness, helpfulness, and honesty are good companions to take with one through life.
16. Be not false, unkind, or cruel.
17. It was formerly a six or seven days' journey by stage from New York to Boston. It is now a six or seven hours' journey by rail.
18. Do you know what is meant by the proverb, "They that touch pitch will be defiled"?
19. Bear ye one another's burdens.
20. Twinkle, twinkle, little star,
How I wonder what you are!
21. An honest man's the noblest work of God.
22. Wisdom's ways are ways of pleasantness.
23. The prayer of the Breton sailor when he puts to sea is, "Keep me, O Lord, for my boat is so small and thy ocean is so wide."
24. O lady moon, how fair and bright
You make the dark and lonely night!

25. Think the truth, speak the truth, act the truth.
26. Nelson's last words were, "Thank God, I have done my duty."
27. And God said, "Let there be light."
28. None are so deaf as those who won't hear.
29. It requires a good strong man to say, "I was mistaken and I am sorry."
30. Order is heaven's first law.
31. What good hast thou done with thy life?
32. A man's house is his castle.
33. All the king's horses and all the king's men
 Couldn't put Humpty Dumpty together again.
34. Liberty and union, now and forever, one and inseparable.
35. Jack, be nimble! Jack, be quick!
36. Any coward can fight a battle when he's sure of winning. Give me the man who has pluck to fight when he's sure of losing.

Analysis

State concerning each of the following thirty-eight sentences whether it is declarative or interrogative; also whether it is exclamatory. Give reasons. Give the complete subject, the complete predicate, the subject substantive, and the predicate verb; also indicate to which word each modifier belongs.

1. A wise son maketh a glad father.
2. A true gentleman never neglects courtesy in little things.
3. After an unselfish deed the heart is light.

4. God grant us peace!
5. Be strict with yourself.
6. Do men gather grapes from thorns or figs from
thistles?
7. How wonderful is sleep!
8. To the cold December heavens
Come the pale moon and the stars.
9. How beautiful is spring!
10. Straight is the line of duty.
11. Silent, and soft, and slow
Descends the snow.
12. Never lose a chance of doing a kind deed.
13. A merry heart maketh a cheerful countenance.
14. The world with its thousand interests and occu-
pations is a great school.
15. Hast thou been true this day in word and deed?
16. In the infinite meadows of heaven blossom the
lovely stars.
17. Out of the sea rose the sun.
18. Like the wings of sea birds flash the white caps
of the sea.
19. A stout heart conquers bad luck.
20. The love of money is the root of all evil.
21. In God we trust.
22. Faithfulness to duty brings its reward.
23. Each day in thy life is a leaf in thy history.
24. By diligence and patience the mouse bit in two the
cable.
25. Venture not all in one boat.
26. The gifts of a bad man bring no good with them.
27. To some men are given ten talents.

28. Is spring beautiful in all climates?
29. Keen blows the northern blast.
30. Just are the ways of heaven.
31. Kind words do not wear out the tongue.
32. By the faults of others wise men correct their own.
33. The pleasantest things in the world are pleasant thoughts.
34. In union is strength.
35. My tongue within my lips I rein.
36. Blessed are the merciful.
37. No truly great man ever thought himself great.
38. Men of few words are the best men.

TRIAL TESTS

These trial tests are similar in form and cover the same points as the final tests that follow. They will, therefore, serve as a preparation for the final tests. Be sure to correct all your mistakes so that you will not make them on the final tests.

I. Paragraph and Sentence Study. This is a composition written by a girl of your age, but stripped of its capitals and marks of punctuation. Copy it, inserting the necessary punctuation and capitals, and indicate the division into paragraphs. There should be two paragraphs.

A QUEER EXPERIENCE

my favorite pastime on a rainy day is to go up in the attic and dress up in my grandmothers old clothes

grandmothers trunks are filled with many curious objects, such as old photographs hooped skirts petticoats and old books turning the leaves of an old primer one day i came across a yellowed bit of paper with a few words scribbled across it in a childish hand i brought the little paper to the window look in the third panel on the right side tommy it read i immediately went to the wall and felt the third panel nothing happened i had nearly given up hope when something snapped under my finger there right in front of me was a hollow square carved in the wall by a boyish hand in the square was a small moth eaten teddy bear and a chewed up abc book which long ago were the treasures of some small boy

II. Phrases. Before you attempt these tests, review carefully pages 243-248.

A. From the following sentences, copy each modifying word or group of words (except articles) and indicate whether the use is that of an adjective or an adverb. There are nine in all.

1. I looked eagerly into the hole.
2. Dark were the shadows along the road.
3. Dick heard that many streets were paved with gold.
4. We looked the man squarely in the eyes.
5. Before long you will see the sunrise.

B. In each of the following sentences decide whether the phrase in *italics* is adjectival or adverbial, and then write an appropriate adjective or adverb that might be used in its place. Do not change the meaning of the sentence.

1. The train passed by *at great speed*.
2. An old barn stood *in that place*.
3. Behind the city rises a mountain *of great height*.
4. The wolf prowled *with caution* around our camp.
5. These oranges *without seeds* are very good.

III. Parts of Speech. On a sheet of paper arrange a column for each of the eight parts of speech. In the proper column write each word of the following sentences :

1. The new company proved a great success.
2. I do not know what he wants.
3. We have been living on this street for two years.
4. Oh, how frightened I was !
5. Neither you nor I could do what he did.
6. The greatly reduced price attracted my attention.
7. Not only the carpenters but also the plumbers are on a strike.
8. No, you must not leave me alone.
9. The water is too hot for me.
10. Do not stay out long in the night air.

IV. Analysis of Sentences. Analyze the following ten sentences, using the form of written analysis described in Chapter Eight (pages 270-271).

1. Deep snow covered the ground.
2. Her little daughter dances gracefully.
3. The tall oak tree fell with a crash.
4. Through the door came sounds of laughter.
5. Swiftly the hunters rode over the hills.

6. Above the hills roared the huge bird.
7. Francis wrote an interesting letter.
8. Did you notice the brilliant sunset yesterday?
9. That strange object in the distance is an old castle.
10. Tom's bedtime came too quickly.

FINAL TESTS

If you have corrected carefully any mistakes that you made on the trial tests, you should do these tests perfectly. If you think you need additional practice before beginning, study again the drill exercise in this chapter.

I. Paragraph and Sentence Study. Here is a composition written by a boy of your age, but stripped of its capitals and marks of punctuation. Copy it, inserting the necessary punctuation and capitals, and indicate the division into paragraphs. There should be four paragraphs.

A NARROW ESCAPE

jim was a switchman whose hours were from eight thirty p m to eight thirty a m during the night he slept about one hour between the four fourteen and the five thirty express he had worked on the railroad five years one night he went to sleep as usual after the four fourteen had passed soon a shrill whistle was heard it was the five thirty just then the telegraph ticked a message it was as follows runaway train coming down the track of the five thirty warn at once jim jumped up and ran out

the five thirty had passed the signal he must stop the runaway just then there came a rumble from the distance it was the runaway jim set the switch on came the runaway it swerved to the sidetrack hitting the freight train there jim then reset the switch just in time for the five thirty it came rushing in at about sixty miles an hour the next day the manager came to him and said its a raise for you fellow if not more

II. Phrases. A. From the following sentences, copy each modifying word or group of words (except articles) and indicate whether the use is that of an adjective or an adverb. There are nine in all.

1. The fire burned brightly for hours.
2. Many are the lessons of adversity.
3. The last lifeboat was dashed against the rocks.
4. In a short time the train will start.
5. I am going there before very long.

B. In each of the following sentences decide whether the phrase in *italics* is adjectival or adverbial, and then write an appropriate adjective or adverb that might be used in its place. Do not change the meaning of the sentence.

1. Do your work *with care*.
2. A man *without friends* cannot be happy.
3. I am coming *in a short time*.
4. A scene *of beauty* spread before our eyes.
5. Rain fell *in every place* during the night.

III. Parts of Speech. On a sheet of paper arrange a column for each of the eight parts of speech. In the proper column write each word of the following sentences :

1. I do not know where he lives.
2. My cousin and his wife have sold their house to us.
3. You have been playing for two hours.
4. Alas, the train has gone !
5. He does not like either you or me.
6. Yes, I have been waiting for you for an hour.
7. You have made us an exceedingly generous gift.
8. This remedy is suitable not only for old people but also for children.
9. The morning breezes are cool and refreshing.
10. The sun is now too hot for the game.

IV. Analysis of Sentences. Analyze the following sentences, using the written form described in Chapter Eight (pages 270-271).

1. High towers and steeples caught his sight.
2. The American soldiers fought bravely.
3. The enemy's troops fled in a hurry.
4. Over the fields rushed groups of soldiers.
5. Bravely the knight advanced to the castle.
6. My father planted that old oak tree.
7. Down the street came the old beggar.
8. Have you driven your new car to the country?
9. The football game was finished too soon.
10. My friend's boat is very fast.

INDEX

- A, an, the*, 226.
 Abbreviations, 195-197.
 for names of months, 41.
 Accent marks, 31.
 Accented syllables, in poetry, 25.
Accept, except, correct use of, 124-125.
 Acceptances of invitations, 122-123.
 Acquaintances, established by letter, 116-117.
 Acting a play, *see* Dramatization.
 Address, inside, 119.
 of business letters, 119.
 return, 119-120.
 terms of, 7-8, 9, 254.
 Adjectival phrases, 243-246.
 tests, 296-297, 299.
 Adjectives, 224-231.
 articles, 226.
 comparison of, 230.
 correct use of, 229-231.
 defined, 225-226, 289.
 distinguished from nouns, 231-233.
 position of, 228.
 possessive, 233-234.
Adventures of Tom Sawyer, The, book report, 275.
 Adverbial phrases, 243-246.
 tests, 296-297, 299.
 Adverbs, 236-241.
 correct use of, 241.
 defined, 237, 240, 289.
Æsop, quoted, 76-77, 79, 236.
 Affirmative side in debate, 56.
 "Ain't," use of, 65.
Almost, most, correct use of, 115-116.
 American patriots, 59.
 Analysis
 of parts of speech, 242.
 of sentences, 70-71, 73, 75, 106-107, 163-165, 204-205, 209, 212, 269-271, 293-295.
 of stories, 82-83, 100-101, 102-105, 106, 260.
And, correct use of, 107.
 superfluous use of, 129, 152.
Anecdote of Darwin, 2.
 Anecdotes, 2, 149-151, 152, 177, 243, 252.
 Animal heroism, 60.
 Animal stories, 99, 103, 104, 105, 109.
 original, 106.
 Apostrophe
 in contractions, 234.
 in plurals, 195.
 in possessives, 45-46, 47-48.
 review, 137-138.
 rules for, 69.
 Application, letters of, 193.
Arab and the Pearls, The, 243.
 Argument, *see* Debates.
 Arrangement, of a story, 82-83.
 of parts of a letter, 36-39.
 of written compositions, 28.
 Articles, 226.
As, as if, like, correct use of, 250, 252.
Awful, incorrect use of, 229-230.
Begin, began, begun, correct use of, 190.
 Bennett, Henry Holcomb, quoted, 63-64.
Berif (story), 105.
Bob (Ollivant), story, 99.
 Body of a story, 82-83, 87.
 Book lists, 33, 53, 113, 273.
 letter for, 40.
 Book reports, 273-276.
 Booklets, 80, 134.
Break, broke, broken, correct use of, 190.
Buried Treasure, The (Poe), 182.
 Business letters, 117-119, 146, 192-200.
 address, 119.
 envelopes, 119-120.
 models, 118.
 tests, 144.

- Came, come*, correct use of, 190.
- Capitals, beginning a quotation, 10-12.
- for *I* and *O*, 67, 254.
- for names of persons, 175.
- for names of places, 175.
- for words derived from names of places, 4-5, 175.
- in titles, 28.
- review, 142-143, 145, 162-163, 291-293.
- summary of rules for, 66-67.
- tests, 19, 71-72, 74, 144, 145, 146-147, 207, 210, 295-296, 298.
- Captain, The*, character sketch, 276.
- Character sketches, 99-100, 276-279.
- original, 279.
- Charge of the Light Brigade, The* (Tennyson) poem, 95.
- Choice of words, 56, 102, 107, 111, 156, 259, 266.
- Citizenship, good, 49, 50, 127-135, 281.
- Class criticism, *see* Criticism.
- Class projects, *see* Projects.
- Clever Boy, A*, 71.
- Closing program, class project, 280-288.
- Come, came, come*, correct use of, 190.
- Comma, after interjections, 254.
- after *yes* and *no*, 9.
- in address, 7-8.
- in quotations, 10-12, 41.
- in series, 61.
- summary of rules for, 68.
- Commands, 15.
- Committees, 39, 156-157, 283.
- Common errors
- accept, except*, 124-125.
- "ain't," 65.
- and*, 129, 152.
- awful*, 229-230.
- courteous order of words, 94.
- difference*, 151.
- drown, drowned*, 110.
- good, well*, 241.
- got*, 65.
- I, me*, 94, 181.
- it's, its*, 234.
- lay, lie*, 215-216.
- learn, teach*, 18.
- Common errors — Continued.*
- let, leave*, 78, 79.
- like, as, as if*, 250.
- most, almost*, 115-116.
- Mr., Mrs., Miss*, 194-195.
- of, have*, 88.
- once*, 151.
- pronunciation, 79, 110, 124.
- ran, run*, 190.
- says, said*, 10.
- sit, sat, set*, 84-85.
- spelling, 48, 110.
- Common nouns, 175, 289.
- Comparison, adjectives, 230.
- Complete predicate, 165, 183, 268.
- Complete subject, 165, 183, 268.
- Complimentary close of a letter, 36, 192-193.
- Compositions, *see* Written compositions.
- Conclusion, of a story, 82, 87.
- Concord Hymn* (Emerson), poem, 262.
- Conjunctions, 249-252.
- correct use of, 251.
- defined, 250, 289.
- list of, 250.
- Connectives, 247-252.
- Construction of sentences, 163-165, 168, 170, 171-172.
- Contest
- fables, 80.
- story-telling, 80.
- See also* Games.
- Contractions, 139, 234.
- Conversation, how written, 7-9, 10-12, 138.
- Conversation exercises, 2, 10, 14, 32, 49, 51, 52, 59, 77, 79, 92-93, 101, 113, 120-131, 152, 273, 281.
- Conway*, character sketch, 278.
- Copying exercises, 39, 80, 196-197.
- Cornwall, Barry, quoted, 257-259.
- Correct pronunciation, 31-32, 60-61, 79, 110, 140, 151, 282.
- Correct spelling, 48, 87, 102, 110.
- Correct usage
- accept, except*, 124-125.
- adjectives, 229-231.
- adverbs, 241.
- almost, most*, 115-116.
- and*, 107.

Correct usage — *Continued.*

as, as if, like, 250, 252.
begin, began, begun, 190.
break, broke, broken, 190.
come, came, 190.
 conjunctions, 251.
 contractions, 139, 234.
do, did, done, 190.
drink, drank, drunk, 190.
drown, drowning, drowned, 110.
give, gave, given, 190.
go, went, gone, 88, 190.
good, well, 241.
have, 88.
I, me, 94, 181, 203-204.
it's, its, 234.
lay, laid, laid, 215-216.
learn, teach, 18.
let, leave, 78, 79.
lie, lay, lain, 215-216.
like, as, as if, 250, 252.
most, almost, 115-116.
Mr., Mrs., Miss, 194-195.
 negatives, 35.
 pronouns, 34-35, 79, 139, 157,
 180-182, 203-204.
real, very, 241.
ring, rang, rung, 190.
run, ran, run, 190.
says, said, 10.
see, saw, seen, 190.
sing, sang, sung, 190.
sit, sat, set, 84-85.
teach, learn, 18.
theirs, 180.
them, those, 180.
thrown, 88.
 verbs, 10, 18, 34-35, 65, 84-85,
 87-88, 110, 124-125, 139, 157,
 190-191, 215-217.
very, real, 241.
went, gone, 190.
without, unless, 251.
write, wrote, written, 87-88, 190.
you, 94.
 Courtesy, 43, 44, 94, 134-135, 181.
 drive for, 135.
 in criticism, 154.
 in letter writing, 117, 119, 196-
 197, 283.
 in speech, 94, 181, 203-204.

Coyote, The, 224.

Criticism, class, 6-7, 38, 42, 45, 48,
 102-105, 106, 108, 115, 128, 134,
 154, 156, 266, 267.
 standards of good, 102.

Days, spelling of names of, 41-42.

Debates, 56, 284-285.

Declarative sentence, 15.

Descriptions, 23, 26-27, 110-113,
 235-236, 265, 266.

original, 23, 27-28, 29, 71, 112,
 236, 262, 265, 266, 282.

Details to add interest, 6-7.

Diagrams, of form of composition,
 29.

of sentences, 166, 270-272.

Dialogue, in story-telling, 89.

Dickens, Charles, quoted, 26.

Dictation exercises, 5, 8, 34, 42, 48,
 62, 141-142, 151-152, 163, 235,
 291-293.

Diction, *see* Enunciation and Pronunciation.

Dictionary, use of, 31-32, 55, 61,
 230, 261.

Did, do, done, correct use of, 190.

Directions, how to give, 214.

Discovery of the North Pole, The, 158.

Do, did, done, correct use of, 190.

Dolly the Milkmaid (Æsop), 76.

Dramatization, 57, 89-93.

Drink, drank, drunk, correct use of,
 190.

Drown, drowning, drowned, correct
 use of, 110.

Eggleston, Edward, quoted, 174,
 252.

Elizabeth Zane, 53.

Emerson, Ralph Waldo, quoted,
 262-263.

Encyclopedia, use of, 55, 223, 281.

Enunciation, clear, 30, 71, 77, 79,
 87, 129, 140, 151, 280.

Envelopes

addressing, 119-120.

exercises in addressing, 121, 195.

models of, 120.

Except, accept, correct use of, 124-
 125.

- Exclamation point, use of, 15, 254.
 Exclamatory sentences, 15, 170, 254.
 Exhibit, of health reports, 134.
 of letter writing, 115, 200.
 "Experience meetings," 130.
 Explanations, 213-223.
 in verse, 219.
 oral, 129.
 order in, 214, 218-219, 223.
 Fables, 76, 79.
 contest, 80.
 definition, 76.
 Dolly the Milkmaid, 76.
 original, 77, 80.
 The Lion and the Mouse, 236.
 The Two Buckets, 79.
 Figures, plurals of, 194-195.
 Final tests, 74-75, 144-147, 209-212, 298-300.
First Flying Lesson, The, 14.
First Steam Boat, The (Eggleston), 174.
Flag Goes By, The (Bennett), poem, 63.
 Form, of business letters, 118-119.
 of composition, diagram, 29.
 of social notes, 121-124.
 of stories, 83.
 of written compositions, 28.
 Formal notes, 121-124.
 Friendly letters, 114-115, 120, 198-200.
 Game, Questions and Answers, 139.
 Give, gave, given, correct use of, 190.
 Go, went, gone, correct use of, 190.
 Gone, correct use of, 88, 190.
 Good, well, correct use of, 241.
 Good Citizenship, 49, 50, 127-135, 281.
 Good Literature, defined, 20.
 how to understand, 20-35, 95-113.
 Got, use of, 65.
 Group exercises, 3, 6-7, 38, 43, 48, 49, 52, 56, 57, 59, 76-77, 80, 87, 89, 92-93, 98, 105-106, 108, 112, 115, 125, 130-131, 131-134, 139, 156, 200, 219, 259, 266, 280.
 Gulf in the Forum, *The* (Livy), 50.
 Have, correct use of, 88.
 Hawthorne, Nathaniel, quoted, 231.
 Heading of a letter, 36.
 Health, discussion of, 131-133.
 rules, 132-133.
 Health reports, class project, 133-134.
Height of the Ridiculous, The (Holmes), poem, 220.
 Hemans, Felicia, quoted, 20-22.
 Herford, Oliver, quoted, 85.
 Heroism, stories of, 50, 53, 60.
 Holmes, Oliver Wendell, quoted, 85, 220-221, 260-261.
 Homonyms, 58-59, 139.
 defined, 58.
 Houghton, Lord, quoted, 85.
 I, capital for, 254.
 I, me, correct use of, 94, 181, 203-204.
 Important facts to remember, 66-75, 136-147, 201-212, 289-300.
 Indentation of paragraph, 28, 80.
 Independent adverbs, 240.
 Indians, *The*, 5.
 Informal invitations, 121-124, 144, 146.
 Informal notes, 121-124.
 Interjections, 252-254.
 defined, 253, 289.
 Interrogation point, *see* Question mark.
 Interrogative sentences, 15.
 subject of, 170.
 Introduction, of story, 82-83, 87.
 Invitations, 121-124, 144, 146.
 Irving, Washington, quoted, 202-203.
 It's, its, correct use of, 234.
 Jokes, 1-3, 150.
 Key, Francis Scott, quoted, 287-288.
King's Answer, The (anecdote), 149-150.
Landing of the Pilgrim Fathers, The (Hemans), poem, 20.
 Language game, 139.
 Lay, laid, correct use of, 215-216.
 Learn, teach, correct use of, 18.

- Leave, let*, correct use of, 78, 79.
Lesson in Courtesy, A (Eggleston), 252.
Lesson in Generosity, A, 6.
Let, leave, correct use of, 78, 79.
 Letter writing, 36-48, 114-126, 192-200.
 address, 119.
 arrangement of parts, 36-39.
 business letters, 117-119, 146, 192-200.
 courtesy in, 117, 119, 196-197, 283.
 envelopes, 119-120.
 exercises, 38-41, 44-45, 115, 116, 120, 121, 194-195, 198-200, 219, 283.
 exhibit, 115, 200.
 formal notes, 121-124.
 friendly letters, 114-115, 120, 198-200.
 informal notes, 121-124.
 invitations, 121-124, 144, 146.
 letters of application, 193-194.
 letters of thanks, 43-45, 117.
 making new acquaintances, 116.
 models, 37, 39, 40, 43, 44, 118, 120, 121-124, 193, 197, 199.
 original letters, 40-41, 44-45, 114-115, 194, 198-200.
 tests, 144, 146.
 Letters, plurals of, 194-195.
 Liberty, meaning of, 127.
Lie, lay, lain, correct use of, 215-216.
Like, as, as if, correct use of, 250.
Lion and the Mouse, The (Æsop), 236.
 Lists, of books, 33, 53, 113, 273.
 Literature, *see* Good Literature.
 Livy, quoted, 50.
 Main incidents of story, 82-83, 87.
 Manner, adverbs of, 237-238.
 Margins, in compositions, 28.
 of a letter, 38.
Me, I, correct use of, 94, 181, 203-204.
 Memory exercises, 22, 42, 64, 98, 250, 262, 263, 286.
Messrs., correct use of, 194-195.
Micmac Fire, A (Van Dyke), 214.
Miss, correct use of, 194-195.
- Models
 diagrams of sentences, 166, 270-272.
 for fables, 80.
 for health reports, 133.
 for letter writing, 37, 39, 40, 43, 44, 120, 121-124, 193, 197, 199.
 of business letters, 118.
 of form of composition, 29.
 of plays, 90-93.
 Modifiers, 224-246.
 Months, abbreviations for names of, 41.
 dramatized, 93.
 time for, 42.
Most, almost, correct use of, 115-116.
Mr., Mrs., Miss, correct use of, 194-195.
My First Fishing Excursion (Whittier), story, 81.
My Trip to Philadelphia, 207.
Napoleon and, the Drummer Boy (anecdote) 150.
 Narration, *see* Story-telling.
Narrow Escape, A (picture story), 155.
 Negative side in debate, 56.
 Negatives, correct use of, 35.
No, comma with, 9.
Noblest Deed, The (story), 152.
 Notes, formal and informal, 121-124.
 Nouns, 174-177, 202-203.
 common, 175, 289.
 defined, 174-175, 289.
 distinguished from adjectives, 231-233.
 plural, 46-48.
 possessive, 45-48, 232.
 proper, 175, 289.
 review, 202-203.
 singular, 46-48.
 tests, 191, 208, 210-211.
O, capital for, 254.
Of, have, correct use of, 88.
Oh, correct use of, 254.
Old Ironsides (Holmes), poem, 260.
 Ollivant, Alfred, quoted, 99-100.
 Opinions, explaining, 218-219.
 Oral composition, *see* Conversation exercises.

- Oral explanations, 129.
 Order, in conversation, 94, 203-204.
 in explanation, 214, 218-219, 223.
 in narration, 102, 159.
 Original character sketch, 279.
 Original descriptions, 23, 26-27, 29,
 71, 112, 236, 262, 265, 266,
 282.
 Original fables, 77, 80.
 Original jokes, 3.
 Original letters, 40-41, 44-45, 114-
 115, 194, 198-200.
 Original poems, 25.
 Original sentences, 62.
 Original stories, 3, 17, 51, 57, 60, 83,
 86, 106, 108, 109, 128, 215.
 Outlines, 6-7, 80, 82, 83, 87, 98.
 for descriptions, 265.
 for explanations, 218, 222.
 for letters, 199.
 for reports, 282, 284.
 for stories, 106, 260.
 of a play, 90-93.
 Paragraphs, 102.
 indentation of, 28, 80.
 study and writing of, 27-28, 153,
 155-157, 158-161, 201, 214, 236,
 259, 262.
 test, 207-208, 210.
 topic sentence in, 23, 27, 156.
 Parts of speech, 173-191, 242.
 review, 289-291.
 summary of definitions of, 289.
 tests, 254-255, 297, 300.
 Past time, 10, 88-89.
 Patriotic program, 49-65.
 Patriotism, talks on, 49-64.
 Patriots, stories of, 50, 52, 53, 59.
 Pattern, in poetry, 24-25.
 Periods, after abbreviations, 195,
 196.
 after statements, 15.
 summary of rules for, 67-68.
 Personal experiences, 80-84, 86-87.
Pew, character sketch, 277.
 Phrases
 adjectival, 243-246.
 adverbial, 243-246.
 tests, 255-256, 296-297, 299.
 verb, 186-188.
 Picture study
 A Narrow Escape, 155.
 An Embarrassing Situation, 10, 11.
 The Young Woodchopper, frontis-
 piece.
 Place, adverbs of, 237-238.
 Plan of a story, 82-83, 87.
 Plays
 The Twelve Months, 90-92.
 Plural nouns, 46, 47, 48.
 Plurals, of letters and figures, 194-
 195.
 of proper names, 194-195.
 Poe, Edgar Allan, quoted, 182.
 Poems, original, 25.
 to finish, 25.
 Poems for study
 Concord Hymn, 262.
 Old Ironsides, 260.
 The Charge of the Light Brigade, 95.
 The Flag Goes By, 63.
 The Landing of the Pilgrim Fathers,
 20.
 The Sea, 257.
 The Star-Spangled Banner, 287.
 Poetry, how to write, 24-25.
 Point, of anecdote, 151.
 of story, 149-151, 153, 156.
 Possessive adjectives, 233-234.
 Possessive form of nouns, 45-48, 232.
 Possessive pronouns, 233-234.
 Possessives
 review, 137-138, 143.
 tests, 73, 74, 145.
 Posture, correct, 77, 87, 129, 132,
 151, 280.
 Predicate, complete, 165, 183, 268.
 defined, 165.
 Predicate verb, 267-268.
 Prepositions, 247-248.
 defined, 248, 289.
 list of, 248.
 Present time, 10, 88-89.
 Principal parts of words, 88-89.
 Programs
 Closing, 280-288.
 World Patriots', 64.
 Projects, class
 Contests, 80.
 Health reports, 133.
 Letter exhibits, 115, 200.

- Projects, class — *Continued*.
 Programs, 64, 280-288.
 Talks about books, 32-33, 40, 113, 272-273.
 Thrift reports, 130.
 Writing amusing stories, 3.
- Pronouns, 177-182, 203-204.
 correct use of, 34-35, 79, 139, 157, 180-182, 203-204.
 defined, 178, 289.
 list of, 179.
 possessive, 233-234.
 review, 203-204.
 tests, 191, 208, 210-211.
- Pronunciation, correct, 31-32, 60-61, 79, 110, 140, 151, 282.
- Proper names, plurals of, 194-195.
- Proper nouns, 175, 289.
- Provincial Muster, The* (Hawthorne), 231.
- Public speaking, 129, 281.
See also Conversation exercises.
- Puck* (story), 104.
- Punctuation
 apostrophe, 45-48, 69, 195, 234.
 capitals, 4, 5, 12, 28, 66-67, 175, 207, 210, 254, 291-293, 295-296, 298.
 commas, 7-9, 10-12, 41, 61, 68, 254.
 correct, 87, 102.
 exclamation point, 15, 254.
 periods, 15, 67-68, 195, 196.
 question marks, 15, 68.
 quotation marks, 10-12, 34, 41, 69.
 reviews, 5-6, 138, 140, 142-143, 145, 162-163, 291-293.
 tests in, 19, 71-72, 74, 144, 145, 146-147, 207, 210, 295-296, 298.
- Question mark, correct use of, 15, 68.
- Questions and Answers, game, 139.
- Quotation marks, 10-12, 34, 41.
 rules for, 69.
 single, 34.
- Quotations, 34, 85.
 capitals in, 10-12.
 commas in, 10-12, 41.
 review, 138, 151-152.
- Quoted words, 10-12.
- Ran, run*, correct use of, 190.
- Rang, rung*, correct use of, 190.
- Real Friend, A* (story), 103.
- Real, very*, correct use of, 241.
- Reasoning, 218.
- Reds of the Midi, The*, report, 274.
- Reference books, use of, 31-32, 55, 129, 223, 230, 281.
- Regrets, 122-124.
- Replies to invitations, 122-124.
- Reports, 33, 113, 130, 133, 272, 273-276, 283.
- Reviews, 66-72, 136-142, 157, 162-163, 201-212, 289-300.
- Rhythm, defined, 24.
- Right and Wrong Test, 126, 143-144, 145-146.
- Rime for the months, 42.
- Ring, rang, rung*, correct use of, 190.
- Rules, for health, 132-133.
 of courtesy, 135
- Run, ran, run*, correct use of, 190.
- Said*, substitutes for, 10.
- Sailor Birds, The*, 249.
- Salutation of a letter, 36, 192-193.
- Sang, sung*, correct use of, 190.
- Saw, seen*, correct use of, 190.
- Says, said*, correct use of, 10.
- Schoolroom, The* (Dickens), 26.
- Sea, The* (Cornwall), poem, 257.
- See, saw, seen*, correct use of, 190.
- Sentence recognition, 71, 73, 75, 140, 144, 146-147, 161-162, 163-165, 202.
- Sentence study, 15-17, 62, 106-107, 161-162, 163-165, 168, 170-172, 210, 269-271.
 review, 293-295.
 tests, 207-208, 295-296, 298.
- Sentences, analysis of, 70-71, 73, 75, 106-107, 163-165, 204-205, 209, 212, 269-271, 293-295.
 declarative, 15.
 exclamatory, 15, 170, 254.
 interrogative, 15, 170.
 oral analysis, 269-270.
 review, 136.
 tests, 297-298, 300.
 topic, 23, 27, 158-161.
 written analysis, 270-272.

Sequence, *see* Order.

Series, comma in, 61.
definition, 61.

Set, sit, correct use of, 84-85.

Signatures, on compositions, 28.

Sing, sang, sung, correct use of, 190.

Singular nouns, 46, 47, 48.

Sir Philip Sydney, 177.

Sit, sat, set, correct use of, 84-85.

Smoky, book report, 274.

Social notes, 121-124.

Socialized recitations, *see* Group exercises.

Speaking distinctly, *see* Enunciation.

Speaking in public, 281.

See also Conversation exercises.

Spelling, correct, 48, 87, 102, 110.

Standards, for arrangement of written compositions, 28.

for judging compositions, 102.

of good criticism, 102.

Star-Spangled Banner, The (Key), 287.

Stevenson, Robert Louis, quoted, 85.

Stockton, Frank R., quoted, 158-159.

Stories, analysis of, 82-83, 87, 100-101, 102-105, 106, 260.

Stories for study

A Real Friend, 103.

Berif, 105.

Bob, 99.

Elizabeth Zane, 53.

My First Fishing Excursion, 81.

Puck, 104.

Stories to be completed, 152-153.

Storm at Night, A, 210.

Stormy Night, A (story), 110.

Story of a Bad Boy, The, book report, 275.

Story-telling, 1-19, 51-53, 56, 59, 76-94, 90, 149-157, 248.
contest, 80.

Subject, complete, 165, 183, 268.

of exclamatory sentence, 170.

of interrogative sentence, 170.

of sentence, defined, 165.

position of, 168.

unexpressed, 171-172.

Subject substantive, 267-268.

Substantives, defined, 267.

Syllables, accented in poetry, 25.

Symbols used in dictionary, 31-32.

Synonyms, 23, 30, 51, 153, 235, 264.

Talks about books, class projects, 32-33, 40, 113, 272, 273.

Talks to the class, 2, 10, 14, 33, 49, 51, 101, 113, 129-131, 151, 272, 281.

Teach, learn, correct use of, 18.

Tennyson, Alfred, quoted, 95-97.

Terms of address, 7-8, 9, 254.

Tests, 34-35, 72-75, 142-147, 191, 207-212, 254-256, 295-300.

final, 74-75, 144-147, 209-212, 298-300.

Right and Wrong Tests, 126, 143-144, 145-146.

Thanks, letters of, 43-44, 117.

The, 226.

Theirs, correct use of, 180.

Them, those, correct use of, 180.

They, correct use of, 180.

Thought, variety in expressing, 10, 23, 27², 51, 58, 99, 108, 109, 128, 131, 156, 230.

Thrift, 129-131.

Thrown, correct use of, 88.

Time, adverbs of, 237-238.

Time element in verbs, present and past time, 10, 88-89.

Tit for Tat (anecdote), 150.

Titles, of books, poems, stories, 28, 34, 41.

of persons, 8, 194-195, 198.

To the Rescue, 160-161.

Topic sentence, 23, 27, 158-161.
defined, 158.

Towser, character sketch, 278.

Trial tests, 72-73, 142-144, 207-209, 295-298.

Troublesome words, *see* Word study.

Twelve Months, The, story, 90.

Two Buckets, The, fable, 79.

Unexpressed subject of sentences, 171-172.

Unfinished stories, completing, 152-153.

Unknown West, The, 201.

Unless, without, correct use of, 251.

Van Dyke, Henry, quoted, 214.

Variety of expression, 10, 23, 27, 51, 58, 99, 108, 109, 128, 131, 156, 230.

Verb phrases, 186-188.

Verbs, 182-190, 205-207.

correct use of, 10, 18, 34-35, 65, 84-85, 87-88, 110, 124-125, 139, 157, 190-191, 215-217.

defined, 183, 289.

predicate, 267-268.

present and past time, 10, 88-89.

review of, 205-207.

tests, 191, 208-209, 211.

Very, real, correct use of, 241.

Vividness

in letter writing, 117.

in story-telling, 56, 102, 111, 113, 156.

in writing, 266.

Vocabulary, increasing, 263-264.

See also Word study.

Voting for the best, 105, 113, 128, 200.

Vowels marks, in dictionary, 31.

Well, good, correct use of, 241.

Went, gone, correct use of, 190.

Whittier, John G., quoted, 81-82.

Without, unless, correct use of, 251.

Word pictures, 110, 111, 264-266.

Word study

abbreviations, 41, 195-197.

choice of words, 56, 102, 107, 111, 156, 259, 266.

contractions, 139, 234.

courtesy in speech, 94.

descriptive words, 23, 26, 111-113, 235, 259, 264-266.

enunciation, 30, 71, 77, 79, 87, 129, 140, 151, 280.

homonyms, 58-59, 139.

meanings of words, 127, 261.

pronunciation, 31-32, 60-61, 79, 110, 140, 151, 282.

Word study — *Continued.*

spelling, 48, 87, 102, 110.

synonyms, 23, 30, 51, 153, 235, 264.

tests, 34-35, 143-144, 145-146.

use of dictionary, 31-32, 55, 61, 230, 261.

variety in expression, 10, 23, 27, 51, 58, 99, 108, 109, 128, 131, 156, 230.

vocabulary, increasing, 263-264.

World Patriots' Program, class project, 64.

Write, wrote, written, correct use of, 87-88, 190.

Writing Amusing Stories, class project, 3.

Written compositions

character sketches, 279.

coöperative composition, 57-58.

descriptions, 23, 27, 60, 71, 112, 236, 259, 262, 265, 266, 282.

fables, 77, 80.

form of, 28.

jokes, 2.

letters, *see* Letter writing.

original descriptions, 27, 29.

original poems, 25.

original sentences, 62.

original stories, 3, 17, 51, 57, 60, 83, 86, 106, 108, 109, 128, 215.

paragraphs, 27, 153, 159, 201, 214, 236, 259, 262.

personal experiences, 83-84, 86.

picture stories, 86, 154-156.

poems to finish, 25.

reports, 272, 273, 276, 283-284.

standards for arrangement of, 28.

standards for judging, 102.

Wrote, written, correct use of, 87-88, 190.

Yes, comma with, 9.

You, correct use of, 94.

understood, 171-172.

